



YOUTH EMPLOYABILITY
SKILLS NETWORK

PROJECT ANNUAL EVALUATION REPORT FY 2013

**EDUCATION DEVELOPMENT CENTER
YOUTH EMPLOYABILITY SKILLS NETWORK**

CONTENTS

LIST OF ACRONYMS	5
EXECUTIVE SUMMARY.....	5
THE YES NETWORK PROJECT CONTEXT	6
EVALUATION METHODOLOGY.....	7
EVALUATION QUESTION, METHODS, SAMPLE AND LIMITATIONS	7
KEY FINDINGS.....	8
CONCLUSIONS AND RECOMMENDATIONS	11
OBJECTIVE 1: Facilitate Public-Private dialogue that will improve demand-supply labor exchange at the local level ..	11
OBJECTIVE 2: Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities	11
OBJECTIVE 3: Strengthen the job services capacity of public and/or private labor market mediation organizations to ensure trained youth have access to up-to-date information on job openings and career development opportunities.	12
OBJECTIVE 4: Provide continuing professional development opportunities for teachers in secondary schools.....	13
OBJECTIVE 5: Create innovative mechanisms to make VET schools and VET Centers more responsive and relevant..	13
THE YES NETWORK PROJECT CONTEXT	15
MONITORING AND EVALUATION BACKGROUND.....	18
EVALUATION METHODOLOGY.....	18
METHODS, SAMPLE AND LIMITATIONS	18
STRUCTURE OF THE REPORT	19
PRESENTATION OF THE RESULTS AND FINDINGS UNDER EACH OBJECTIVE	20
OBJECTIVE 1: Facilitate Public-Private dialogue that will improve demand-supply labor exchange at the local level	20
KEY FINDINGS.....	20
Presentation of results.....	20
LESC interviews.....	20
KEY FINDINGS.....	21
Presentation of results.....	22
Project reports.....	22

KEY FINDINGS.....	22
Presentation of results.....	22
KEY FINDINGS.....	22
Presentation of results.....	23
esa centers and ngo reports	23
ESA Youth questionnaires.....	24
NGO Youth Questionnaires	24
Students Questionnaires - WRS.....	25
Students questionnaires – work-based learning	27
KEY FINDINGS.....	27
esa centers and ngo reports	27
questionnaire for employed youth.....	28
OBJECTIVE 2: DEVELOP VENUES FOR MEETING IMMEDIATE SKILL/TRAINING NEEDS OF THE LABOR MARKET AND CAREER DEVELOPMENT OPPORTUNITIES.....	30
KEY FINDINGS.....	30
presentation of results.....	30
project reports.....	30
secondary school reports	30
students questionnaires	31
teachers questionnaires	32
KEY FINDINGS.....	33
Presentation of results.....	33
Project reports.....	33
KEY FINDINGS.....	33
presentation of results.....	34
Youth questionnaires – work readiness skills	34
Youth questionnaires – work-based learning	35
KEY FINDINGS.....	36
Presentation of results.....	37

project database reports	37
OBJECTIVE 3: STRENGTHEN THE JOB SERVICES CAPACITY OF PUBLIC AND/OR PRIVATE LABOR MARKET MEDIATION ORGANIZATIONS TO ENSURE TRAINED YOUTH HAVE ACCESS TO UP-TO-DATE INFORMATION ON JOB OPENINGS AND CAREER DEVELOPMENT OPPORTUNITIES.	37
KEY FINDINGS.....	37
Presentation of results.....	38
project database reports	38
KEY FINDINGS.....	39
PRESENTATION OF RESULTS	39
PROJECT DOCUMENTS.....	39
KEY FINDINGS.....	39
Presentation of results.....	40
project database reports	40
esa youth questionnaires	40
OBJECTIVE 4: PROVIDE CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS IN SECONDARY SCHOOLS.	41
KEY FINDINGS.....	41
presentation of results.....	42
school reports - WRS implementation.....	42
school reports - WBL implementation.....	44
class observation – Work readiness skills curriculum.....	45
class observation – Work-based learning curriculum.....	46
Key findings	47
presentation of results.....	47
students questionnaires	47
teachers questionnaires	48
OBJECTIVE 5: CREATE INNOVATIVE MECHANISMS TO MAKE VET SCHOOLS AND VET CENTERS MORE RESPONSIVE AND RELEVANT	49
key findings	49
key findings	49
key findings	49

CONCLUSIONS AND RECOMMENDATIONS 51

 OBJECTIVE 1: Facilitate Public-Private dialogue that will improve demand-supply labor exchange at the local level.. 51

 OBJECTIVE 2: Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities 51

 OBJECTIVE 3: Strengthen the job services capacity of public and/or private labor market mediation organizations to ensure trained youth have access to up-to-date information on job openings and career development opportunities. 52

 OBJECTIVE 4: Provide continuing professional development opportunities for teachers in secondary schools..... 52

 OBJECTIVE 5: Create innovative mechanisms to make VET schools and VET Centers more responsive and relevant.. 53

LIST OF APPENDICIES 55

LIST OF ACRONYMS

ALMM	Active Labor Market Measures
BDE	Bureau for Development of Education
CC	Career Centers
COP	Chief of party
EDC	Education Development Center Inc.
ESA	Employment Service Agency
ESC	Economic-Social Council
JC	Job Clubs
LESC	Local Economic and Social Council
NGO	Non-Governmental Organization
PEP	Primary Education Project
PMP	Performance Measurement Plan
USAID	United States Agency for International Development
VET	Vocational Education and Training
WRS	Work readiness skills
WBL	Work-based learning
YES	Youth Employability Skills
YLC	Youth Leadership Council
YWD	Youth with disabilities

EXECUTIVE SUMMARY

THE YES NETWORK PROJECT CONTEXT

The latest findings on the labor market in Macedonia confirm that many young people in Macedonia are long-term unemployed while those seeking to enter the labor market struggle unsuccessfully to obtain entry-level jobs. It has been widely and consistently reported that youth attempting to enter the world of work lack skills, behaviours and attitudes that employers seek. Additionally, it has also widely been reported that the individuals and agencies mandated to prepare youth for obtaining employment are inadequately prepared and insufficiently motivated and committed to providing youth with labor market, work readiness and soft-skills information and training. The Youth Employability Skills (YES) Network, implemented by the US based Education Development Center (EDC), and funded by the US Agency for International Development (USAID), is a five-year project aiming to enhance the employability skills of youth in Macedonia. The project targets students in their final year in Macedonia's secondary schools, both vocational education and training (VET) schools and gymnasiums; unemployed registrants with the state Employment Service Agency (ESA); and out-of-school, unregistered and unemployed youth, aged 15-27. Also, YES is introducing the idea of establishing Local Economic and Social Councils (LESC) as the body of the Municipality where the private-public dialogue (PPD) will take place.

YES Network's objectives are	Illustrative activities
1. Facilitate Public-Private Dialogue that will improve demand-supply labor exchange at the local level.	<ul style="list-style-type: none"> Establishing Local economic and social councils as a body for facilitating public-private dialogue on topics related to youth employment Training unemployed youth that is out of the school and unregistered at ESA
2. Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities	<ul style="list-style-type: none"> Establishing and upgrading Career centers in the secondary schools and Job clubs at ESA Centers as venues for providing career related services to youth (training, counseling, job mediation).
3. Strengthen the job services capacity of ESA and private job matching companies to ensure trained youth have access to up-to-date information on job openings and career development opportunities.	<ul style="list-style-type: none"> Training ESA staff to deliver work readiness skills, work-based learning and career planning workshops and services to the unemployed and registered youth.
4. Provide continuing professional development opportunities for teachers in secondary schools.	<ul style="list-style-type: none"> Training secondary school teachers to implement work readiness skills, work-based learning and career planning activities with the students. Providing work-based learning opportunities for teachers.
5. Create innovative mechanisms to make VET schools and the VET Center more responsive and relevant.	<ul style="list-style-type: none"> Developing curricula for Work readiness skills, Work-based learning and Career planning and implementing them in the secondary schools as full program or integrated in the existing subjects.
Integrate productive connections with current and planned USAID and other donor workforce related activities.	<ul style="list-style-type: none"> Having coordination meetings and implementing joint activities with USAID and other donor's projects.

EVALUATION METHODOLOGY

EVALUATION QUESTION, METHODS, SAMPLE AND LIMITATIONS

The project annual evaluation seeks to answer the following main evaluation question:

Main evaluation question: Are the program activities achieving the project objectives?

and sub questions:

1. Has the public-private dialogue on topics about youth employment been initiated on a local level?
2. Have Career centers and Job clubs been established in the secondary schools and Employment centers?
3. Are the job service capacities of the local Employment centers strengthened?
4. Are the teachers implementing YES Network programs (Work readiness skills and Work-based learning) with their students?

A combination of quantitative and qualitative survey methods was employed in order to answer these questions - quantitative data was acquired through questionnaires, interviews and observation check lists, while through focus groups and interviews were provided additional qualitative data which allowed for a more in-depth understanding of the effects.

The following methods were employed:

- Questionnaires administration to teachers (Appendices 2,3), students (Appendices 4,5), ESA (Appendix 6) and NGO youth (Appendix 7), and employed youth (Appendix 8)
- Focus groups with teachers (Appendices 9,10,11), students (Appendices 12,13), ESA (Appendix 14) and NGO youth (Appendix 15)
- Interviews with ESA facilitators (Appendix 16), LESC representatives (Appendix 17)
- Class observation (Appendix 18, 19)
- School reports (Appendix 20, 21)
- ESA and NGO reports (See Appendix 22)

The evaluation is performed with the whole population. The number of respondents and the methods used are presented in the table below:

Table 1. Number of respondents/groups and methods

	Questionnaires	Focus groups (FGs)	Individual interviews
Teachers	105 (WRS) (64 1 st cohort, 40 2 nd cohort) 47 (WBL)	12 WRS 3 WBL	17 WRS 5 WBL
ESA facilitators			6 WRS
NGO facilitators			
Students	419 (WRS)(224 1 st group, 193 2 nd group) 115 (WBL)	8 WRS 3 WBL	
ESA youth	317 (WRS)(102	6 WRS	

	1 st group, 202 2 nd group)		
NGO youth	96 (WRS) (41 1 st group, 55 2 nd group)	6 WRS	

Field data gathering activities were performed in six municipalities. Three from the first cohort: Tetovo, Bitola and Strumica, and three from the second cohort: Gostivar, Prilep and Shtip. Data from all six municipalities was gathered in order to evaluate the effects of the WRS workshops on secondary school students, youth registered as unemployed with the ESA and youth that are not in an education process, employment nor training. The WBL program was only implemented in the first group of municipalities and therefore data regarding the WBL implementation was gathered only from them. Also, the renovated and upgraded Career Centers in the schools and Job clubs in the local ESA centers were assessed.

Data limitation refers mainly to the lack of objective measure for the improvement of the work readiness skills of the youth after participating in a program. The measures that are used in this evaluation are based on self-reporting on the level of the presence of the skills before and after the training. These two measures are compared and tested if there is statistically significant difference before and after the training. Another limitation is related to the unavailability of the teachers and students at the end of the school year due to many other activities, such as external evaluation, final tests, enrollment of students etc. This difficulty was most often encountered in the municipality of Strumica.

KEY FINDINGS

In the following table the key findings from the Monitoring and Evaluation activities for Fiscal Year 2013 are presented. They are structured according to the performance indicators under each objective depicting both targets and actuals.

Table 2. Presentation of the key evaluation findings related to the performance indicators

PERFORMANCE INDICATOR	TARGETS FY13	ACTUALS FY13
YES NETWORK GOAL: To enhance the employability skills of youth in Macedonia		
OBJECTIVE 1: Facilitate Public-Private Dialogue that will improve demand-supply labor exchange at the local level		
1.1. Local Economic and Social Councils (LESC) established and functioning.	- 2 LESC functioning - 1 LEC functioning - 3 LESC to be established	- LESC in Tetovo and Shtip established and functioning - LESC in Bitola and Gostivar established - Prilep LEC supported with capacity building activities
1.2. Number of youth representatives in LESC	At least one youth representative per LESC (6 in total)	- 1 youth representative in Strumica, 4 in Tetovo, 4 in Gostivar, 3 in Bitola and 2 in Shtip
1.3. Percentage of employers opening internships and other forms of work-based opportunities for youth. * The relevance of this indicator depends on the passage of the Internship law. That is the reason for not planning targets for the following years.	0	0

PERFORMANCE INDICATOR	TARGETS FY13	ACTUALS FY13
1.4. Percentage of youth completing the internships and other forms of work-based opportunities	15% of the youth that have undergone the WRS through ESA and NGOs complete the internship/work-based program 35% of students that have undergone WBL have work-based experience	- 2% interns of ESA and NGO youth (15 out of 682) - 1% volunteers of ESA and NGO youth (10 out of 682) Students undergone WBL: - Company visit: 48% (55 out of 115 respondents on the questionnaires) - Job shadowing: 45% (52 out of 115) - Practical instruction: 42% (48 out of 115) - Summer internship: 10% (12 out of 115) - student entrepreneurship: 9% (10 out of 115)
1.5. Percentage of youth that have completed WRS workshops got employment.	20% of the young persons that participated in ESA and NGO workshops got employment	- 20% of the young persons that participated in ESA and NGO workshops got employment (137 out of 682)
OBJECTIVE 2: Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities		
2.1. Career centers (CC) upgraded and functioning	- 25 existing CCs functioning - 10 new CCs upgraded and functioning	- 25 CCs functioning - 11 CCs upgraded
2.2. Job clubs (JC) upgraded and functioning	- 6 existing JC functioning - 1 new JC upgraded and functioning	- 6 Job clubs functioning - 1 Job club upgraded
2.3. Percentage of youth showing desired level of employability skills	40% ¹ of the youth involved in the YES Network activities	In average 83% of youth (students, ESA, NGO) report (based on self-assessment) to have improved employability skills after the WRS workshop and 97% after completing WBL
2.4. Local youth NGOs provide career related services to number of unemployed, unregistered and out of school youth	120 unemployed and unregistered youth use the services of NGOs	- 97 unemployed and unregistered youth participated at NGO delivered WRS WSs
OBJECTIVE 3: Strengthen the job services capacity of public and/or private labor market mediation organizations to ensure trained youth have access to up-to-date information on job openings and career development opportunities.		
3.1. ESA staff delivers number of career related workshops to unemployed youth	18 WRS workshops (3 per ESA center)	35 WRS workshops delivered in 6 ESA Centers
3.2. Number of Job Clubs that have their services enhanced	7 existing Job Clubs that have their services enhanced	- Staff from 6 JC (first 3 municipalities) deliver WRS to youth - Staff from 1 JC (Skopje) trained to deliver WRS with youth

¹ This percentage is not increasing because it refers to measurements of the employability skills obtained from more objective sources which we still search for. If we continue using the self-reporting the targets will be at least doubled.

PERFORMANCE INDICATOR	TARGETS FY13	ACTUALS FY13
3.3. Number of unemployed youth using JC services	360 unemployed registered youth	585 unemployed registered youth use JCs services in 6 municipalities
OBJECTIVE 4: Provide continuing professional development opportunities for teachers in secondary schools.		
4.1. Percentage of trained secondary school teachers implementing career related activities both through the free classes and integrated in the existing subjects	30% of the trained teachers	<p>WRS: 47% (121 teacher out of 257 trained) implement WRS. Out of them, 6% implement it during 'free classes', 31% through integration and 11% use both approaches.</p> <p>WBL: Out of 35 trained teachers from 3 municipalities 49% (17) implement WBL (26% deliver WBL in the free classes; 17% integrate parts of WBL in the existing classes; 6% use both approaches</p>
4.2 Percent of trained VET teachers completing a teacher training in a company (externship) program	Teacher externship program developed	This program will be finalized and implemented in the first three municipalities in FY 2014
4.3. Number of students using CC services	1500 students using the CC services	Total of 2358 students use it (1916 during the WRS and 442 during WBL implementation during the free classes)
4.4. Number of certified career counselors	-80 trained career counselors from the secondary schools	75 secondary school teachers trained
OBJECTIVE 5: Create innovative mechanisms to make VET schools and VET Centers more responsive and relevant		
5.1. Review and enhance the national curriculum for secondary education for work readiness skills	National curriculum enhanced and implemented in 13 old and 10 new schools	WRS implemented in 27 school
5.2. Review and enhance the Work Based Learning activities in the national vocational education curricula	National curricula and practices enhanced and implemented in 8 schools	WBL implemented in 9 schools through free classes
5.3. Career counselors certification program (CCCP) developed	<ul style="list-style-type: none"> - CCC standards adopted and approved by MOES - CCC curriculum officially adopted and approved by MOES 	<ul style="list-style-type: none"> - CCC standards developed - CCCP developed and piloted with teachers from 6 municipalities

CONCLUSIONS AND RECOMMENDATIONS

OBJECTIVE 1: FACILITATE PUBLIC-PRIVATE DIALOGUE THAT WILL IMPROVE DEMAND-SUPPLY LABOR EXCHANGE AT THE LOCAL LEVEL

Conclusions

- The grounds for structured public-private dialogue have been laid in all 6 municipalities by establishing a LESC in five of the partnering municipalities and by supporting one LEC to strengthen their focus of interest towards improvement of the youth employment on a local level. The level of functioning of the LESC differs among the municipalities. Although the social dialogue is initiated in most of the LESSs, the entire process is still not completely documented with written recommendations. Nevertheless, there are good examples of follow up actions that have emerged from the dialogue related to the preparation of the youth according to the needs of the labor market. In most of the bodies the public-private dialogue is in very early phase and needs to be supported in order to reach a productive level.
- The youth, including youth with disabilities are present in these bodies and participate in the capacity building activities and creation of strategies.
- The collaboration between the employers and schools for the purpose of providing work-based learning opportunities in companies for the VET students was done mostly through personal contacts. Even the school as an institution is rarely involved in this process; none of the school has a database of employers. It was only one example where this collaboration was done on the school level, by signing an MOU between the school and the company.
- The concept of mentoring students in companies is not well known but is preferred among the employers.
- This year the percentage of internships is much lower compared to the one during FY2012, a situation most likely related to the absence of the internship law and the decreased implementation of the ALMM for internships.
- The percentage of employed youth who have completed WRS workshop is higher compared to the last year. This could be a basis for a conclusion that the young people who completed a WRS training are better prepared to search for a job and to present themselves more confidently, which is confirmed by some of the employed young people.

Recommendations

- LESC and LEC drafting concrete recommendations to the Municipal Councils regarding the improvement of the situation with youth unemployment
- Defining approaches for strengthening the public-private dialogue among the business sector, the educational institutions and ESA
- Organizing town-hall meetings for informing the public about the LESC and LEC achievements and actions
- LESC support collaboration between the schools and companies regarding WBL opportunities.
- ESA and NGOs to keep tracking youth after completing WRS workshops.
- LESC engage in efforts for supporting the creation of internship opportunities for youth out of the education process.

OBJECTIVE 2: DEVELOP VENUES FOR MEETING IMMEDIATE SKILL/TRAINING NEEDS OF THE LABOR MARKET AND CAREER DEVELOPMENT OPPORTUNITIES

Conclusion

- With the interventions from the YES Network project, the Career Centers and Job Clubs became places where youth have an opportunity to acquire work readiness skills that will help them be more competitive on the job market. The majority of trained youth from all three target groups reckon that they have improved their employability skills, gained greater self-confidence and initiative when looking for a job. All this resulted in assuring an interview, an internship or even an employment in a number of youth.
- The NGOs provide high quality training to the young people that are out of the system. However, they do not have assured finances for implementing the WRS workshops, which hinders the sustainability of this part of the project achievements.

Recommendations

- The Work readiness skills and Work-based learning curricula should continue to be included in the annual plans of the schools and to be included in the operational plan of ESA in order to secure their sustainability
- To create links between the non-governmental sector and the municipalities in order to secure sustainability of the workshops by the NGOs
- To include youth with disability in the activities held in the Career Centers, Job Clubs and non-governmental organizations

OBJECTIVE 3: STRENGTHEN THE JOB SERVICES CAPACITY OF PUBLIC AND/OR PRIVATE LABOR MARKET MEDIATION ORGANIZATIONS TO ENSURE TRAINED YOUTH HAVE ACCESS TO UP-TO-DATE INFORMATION ON JOB OPENINGS AND CAREER DEVELOPMENT OPPORTUNITIES.

Conclusion

- The capacities of the six Employment Centers have been strengthened with the upgrading of their Job clubs and turning them into functional and attractive venues for the young people, as well as by training employees to be facilitators for two interactive programs – Work readiness skills and Work-based learning.
- ESA registrants who participated at the WRS workshops assess very positively their experience as participants in the WRS workshops implemented in the Job club. They report to be more ready to effectively look for a job and present themselves to an employer.
- Almost all facilitators are planning to continue delivering WRS workshops in the future. Most of them feel confident in delivering this kind of interactive training to young people. The rewarding experience during its implementation and the positive feedback from the young people, are the motivating factors for the continuation of the implementation of the workshops.
- Job clubs became places for linking employers with the young persons who are looking for a job. This practice was initiated by the Project within the WRS workshops, and was completely embraced by the ESA facilitators and the young people. Now it became ‘a must do’ practice in every ESA Center, perceived as one of the strongest aspects of the program.
- In some Centers there is a need for strengthening the capacities for training facilitation. Because of the lack of internal human resources in the Employment Center in Prilep the implementation of the WRS curriculum is experienced more as a burden than a benefit.

Recommendations

- The capacities of the Employment Centers to be further strengthened by conducting training cycles for unemployed youth in Work-based learning curriculum – internship and Career planning curriculum

- To strengthen facilitation skills where necessary or to support the facilitation of the workshops with external facilitators.

OBJECTIVE 4: PROVIDE CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS IN SECONDARY SCHOOLS.

Conclusions

- Professional development of teachers in the area of workforce development was provided continuously. Teachers got training in Work readiness skills, Work-based learning and Career Counseling programs. After the trainings they were given guidance and support by observing and providing feedback to their work and by organizing mentoring sessions.
- The result of the professional development activities for the teachers is the implementation of the programs with their students, either as a full program implementation during the free classes or integrated in their subjects. They have very positive experience with the implementation so they plan to continue in the following year. The positive feedback from the students strengthens even more their own confidence about the significance of the programs for the students.
- Preferred approach for implementation of the programs with the students is the integration of the activities in the existing subjects. Fewer teachers implement them in the free classes, because of organizational difficulties such as the overload of the school syllabus and the students' transportation. Besides these organizational problems they often face, teachers and students make different arrangements in order to be able to realise the free classes.
- Specific challenges related to the full implementation of the WBL curriculum are the resources needed for its implementation in the companies (transportation costs and extra time). In addition, there are difficulties to bring about cooperation with employers regarding the implementation of some of the work-based learning methods in companies. Once this collaboration is established the experiences are very positive. Nevertheless the initial contact and agreement are disputable, and highly dependant on the cooperation by the businesses themselves..
- Sometimes there is an overlap of the curriculum content integrated in the scope of several subjects by different teachers.
- Career centers are the key venues for implementation of the WRS and WBL programs, however they are also used for other purposes related to different activities of the students and teachers. Career centers from the first group of municipalities are reported to be used less frequently compared to the CCs from the second group of municipalities.

Recommendations

- To identify on the municipal and the school level the most appropriate approaches for each school to implement the curricula with the students taking into account the organizational and financial challenges.
- To identify ways of cooperation between schools and employers for successful implementation of the Work-based learning curriculum.
- In the frames of the annual planning, to plan for integration of the curricula into the existing subjects in order to avoid overlapping among the subjects, as well as to secure coverage of as much content from them as possible.
- Continuously work with the schools for promotion of the use of the Career Center and its services. Career counselors to promote the career counseling services to all students in the school.

OBJECTIVE 5: CREATE INNOVATIVE MECHANISMS TO MAKE VET SCHOOLS AND VET CENTERS MORE RESPONSIVE AND RELEVANT

Conclusions

- The Vocational Education and Training Center has adopted and approved the three curricula from the area of workforce development, and the vocational secondary schools are implementing WRS and WBL, while CCCP will be implemented immediately in school year 2013/2014.
- In cooperation with the Bureau for Development of Education, an adaptation of the Career planning curriculum for general secondary school students is underway

Recommendations

- To continue the discussion with the Bureau for Development of Education regarding the adoption of the Work readiness skills curriculum

THE YES NETWORK PROJECT CONTEXT

The latest findings on the labor market in Macedonia, confirm that many young people in Macedonia are long-term unemployed while those entering the labor market struggle unsuccessfully to obtain entry-level jobs. It has been widely and consistently reported - as an actual fact rather than employer based musing and conjecture - that youth attempting to enter the world of work lack skills and attitudes which employers are seeking. Additionally, it has also widely been reported that the individuals and agencies mandated to prepare youth for obtaining employment are inadequately prepared and insufficiently motivated and committed to providing youth with labor market and work readiness as well as with soft-skills information and training. The Youth Employability Skills (YES) Network, implemented by the US based Education Development Center (EDC), and funded by the US Agency for International Development (USAID), is a five-year project aiming to enhance the employability skills of youth in Macedonia. The project targets students in their final year in Macedonia's secondary schools, both vocational education and training (VET) schools and gymnasiums; unemployed registrants with the Employment Service Agency (ESA); and out-of-school, unregistered and unemployed youth, aged 15-27. The project works directly with secondary school teachers, staff from the local ESA centers and NGOs that work with unemployed young people. Selected staff from these institutions is trained to be facilitators for the YES Work Readiness Skills (WRS) and Work-Based Learning (WBL) curricula. Selected number of teachers from each school was trained for implementation of the Career Counselors Certification Program (CCCP). Through this program they will be able to provide career guidance and advice to the young people so they will be able to make informed and adequate career choices.

This year the Project established a new component – **Inclusion of youth with disabilities in the YES Network activities** – with the grant that the Project won through a competitive process organized by USAID worldwide.

The main project partners are the municipal governments, which are the key to the tackling the issues related to youth unemployment. YES is introducing the idea of establishing Local Economic and Social Councils (LESC) as body of the Municipality where the private-public dialogue (PPD) will take place. This is a tri-partite body that brings together the employers, the employees and the state representatives to discuss jointly relevant issues for the local community. YES is making efforts to secure participation of youth in the Councils so their perspective on the issue will be considered and will be able to make an influence on the initiatives that LESC will propose to the Municipality.

YES Network's objectives are:

1. Facilitate Public-Private Dialogue that will improve demand-supply labor exchange at the local level
2. Develop venues for meeting immediate skill/training needs of the labor market and career development opportunities
3. Strengthen the job services capacity of ESA and private job matching companies to ensure trained youth have access to up-to-date information on job openings and career development opportunities.
4. Provide continuing professional development opportunities for teachers in secondary schools.
5. Create innovative mechanisms to make VET schools and the VET Center more responsive and relevant.
6. Integrate productive connections with current and planned USAID and other donor workforce related activities.

These are the program activities implemented throughout the FY 2013 directed towards meeting the objectives:

PPD

- LESC Tetovo developed the Rules of Procedure, Strategic Plan for 2013 – 2017 and organized a public presentation of the developed Local Labor Market Analysis.
- After electing a new president the LESC of Tetovo participated in a workshop on Local Action Planning which led to the creation of a Local Employment Action Plan. A working group was also formed in charge of designing a monthly action plan.
- After an analysis of the local labor market in Strumica was conducted and the findings were presented to the local stakeholders, the LESC developed a LAPE which was later adopted by the Strumica City Council and a printed version was disseminated to the stakeholders.
- LESC Stip during FY2013 was formally inaugurated. It held a constitutive session and adopted the internal rules of procedure.
- Procedure for establishment of the LESC in Gostivar completed and the council was formally inaugurated. As an additional effort the Mayor of Gostivar was informed about the YES Network project activities in Gostivar which ensured support to the project activities.
- MoUs with the Municipalities of Prilep and Bitola signed
- After appointing social partner representatives to LESC Bitola, and the formal inauguration, the council elected its President, Deputy President, and Secretary, and also adopted the Rulebook.
- Strategic Plan for Stip LESC was finalized and a printed version was distributed to the LESC and City Council members.
- Conference on Local Social Dialogue in Macedonia – challenges and needs organized
- EC Prilep drafted the final version of the strategic plan
- City of Skopje started the procedure for LESC establishment

NGOs

- Five WRS workshops organized by NGOs in Tetovo, Gostivar, Stip, Bitola and Prilep. 97 unemployed, unregistered out of school young people participated in these workshops.
- One two-day workshop on “On-line career portfolio” for 20 unemployed and unregistered youth was organized by the NGO from Prilep

ESA

- WRS workshop implementation plan for every six months was prepared by every ESA Center.
- The YES Network Project renovated and fully re-equipped three (3) JCs in Employment Centers in Prilep, Stip and Gostivar.
- Additional ESA staff were pre-trained for WRS program attending workshops in all six (6) JCs.
- The first local stakeholders meeting for the purpose of building a permanent and efficient network between YES partners was organized.
- Eleven (11) employers attended WRS workshops in the Job Clubs.
- The workshop and the *Handbook for Facilitation Skills* was developed.
- Trained sixteen (16) ESA staff representatives in facilitation skills from all six (6) ECs;
- “On-line Career Portfolio” workshop was developed and 88 registered unemployed youth received the training
- The Internship Handbook and workshop for ESA was developed.
- 19 registered unemployed youth and 3 ESA staff from Strumica were trained on WBL program - internships;
- Local Stakeholders Meetings in Prilep, Strumica and Gostivar were organized.
- ESA centers from Prilep, Bitola, Strumica, Gostivar, and Tetovo opened Facebook profiles.
- Cooperation/networking activities between different Career Centers and ESA Job Clubs were conducted
- JC in Employment Center in Skopje was fully refurbished and re-equipped.

- JC in Skopje developed work plan for October-March 2014
- WRS ToT for ESA facilitators held between July 01-03, 2013 and September 4-6, 2013.
- During FY2013 the ESA Centers held 35 workshop cycles and trained 585 unemployed registrants in WRS curriculum.
- 3 ESA facilitators received workshop on filming best practices.

VET

- Career Centers were officially opened in secondary schools in Prilep, Stip and Gostivar
- WBL workshop was delivered to 67 VET teachers and school principals.
- 441 VET students from Bitola, Tetovo and Strumica participating in the WBL program
- A total of 54 participants (teachers and students) from secondary schools from the six municipalities attended the Public Speaking and Effective Communication Workshop.
- Manual for Sharing Good Teaching Practices for WRS was finalized and distributed to YES partner schools
- 6 regional meetings were organized with educational stakeholders from Bitola, Prilep, Gostivar, Strumica, Shtip and Tetovo.
- Online career portfolio competition was realized as a part of the MASSUM Educational Rendezvous (Career Fair)
- Action Plans for the Career Centers created for the school year 2013/2014
- 9 CCs in the City of Skopje were equipped, plus one in Stip and one in Prilep.
- Mentoring session with secondary school teachers in 6 municipalities organized (59 teachers involved)
- Three follow-up workshops on the WBL implementation were realized and 59 VET teachers attended the workshops.
- 55 teachers from Skopje schools completed the entire Work Readiness Skills workshop
- .
- A research for the current practices of career counselling in the secondary schools in Macedonia was conducted, and a report developed. A competency-based standard for Career Counselors in the secondary schools was developed and approved by a work group (with representatives from MoES, BDE and VET Center). A training program for career counselors was developed based on the standard, and approved by the same work group.
- During FY2013 a program for free-classes in VET schools called “Career Planning” was developed and it was officially adopted by the VET Center. Two CCCP workshops (first part) were conducted for teachers from Bitola, Prilep, Strumica, Stip, Tetovo and Gostivar. In these workshops 75 teachers attended.
- First draft of Mentors in Companies standards was created.
- 40 teachers received workshop on filming best practices.

Integrate productive connections with current and planned USAID and other donor workforce related activities

- Organized two (2) donor coordination meetings with ESA and EU funded project FMESA;
- YES involvement in American Chamber workforce committee;
- Meeting and presentation of ESA services to American Chamber Members organized and facilitated;
- Draft Stop Brain Drain Strategy developed and shared with work group for review.
- Entrepreneurship training program for secondary school students developed in cooperation with BSC Bitola
- Continuous coordination with Teacher Professional and Career Development Project
- ESA Strumica and Stip implemented 4 modules from the WRS Curriculum for the training of registered unemployed between 30-45 years old.

MONITORING AND EVALUATION BACKGROUND

YES Network Monitoring and Evaluation (M&E) activities seek to provide evidence about the project progress towards the project goal and objectives, according to a set of key indicators stated in the Performance Measurement Plan (PMP) (see Appendix 1). These activities are implemented through a **collaborative process** involving all YES Network Project staff and stakeholders. The process is **formative**, identifying successes and challenges at all stages of the project implementation so the YES team will be able to take appropriate actions to improve project performance and provide timely and constructive feedback to partners. A **summative** evaluation will measure progress against baseline statements and allow for comparisons between different municipalities or different implementing approaches. The M&E process is **participatory**, engaging all stakeholders. YES created and is maintaining a comprehensive database containing project output data.

EVALUATION METHODOLOGY

METHODS, SAMPLE AND LIMITATIONS

Field data gathering activities were performed in the first three municipalities – Tetovo, Bitola and Strumica. The data was gathered in order to evaluate the effects of the WRS workshops on secondary school students, youth registered as unemployed with the ESA and youth that are not in school and are not employed. Also, the renovated and upgraded Career Centers in the schools and Job clubs in the local ESA centers were assessed.

A combination of quantitative and qualitative survey methods was employed - quantitative data was acquired through questionnaires, interviews and observation check lists, while through focus groups and interviews were provided additional qualitative data which allowed for a more in-depth understanding of the effects.

The following methods were employed:

- Questionnaires administration to teachers (Appendices 2,3), students (Appendices 4,5), ESA (Appendix 6) and NGO youth (Appendix 7), and employed youth (Appendix 8)
- Focus groups with teachers (Appendices 9,10,11), students (Appendices 12,13), ESA (Appendix 14) and NGO youth (Appendix 15)
- Interviews with ESA facilitators (Appendix 16), LESC representatives (Appendix 17)
- Class observation (Appendix 18, 19)
- School reports (Appendix 20, 21)
- ESA and NGO reports (See Appendix 22)

The evaluation is performed with the population. The number of respondents and the methods used are presented in the table below:

Table 3. Number of respondents/groups and methods

	Questionnaires	Focus groups (FGs)	Individual interviews
Teachers	105 (WRS) (64 1 st cohort, 40 2 nd cohort) 47 (WBL)	12 WRS 3WBL	17 WRS 5 WBL
ESA facilitators			6 WRS
NGO facilitators			
Students	419 (WRS)(224 1 st group, 193 2 nd)	8 WRS 3 WBL	

	group) 115 (WBL)		
ESA youth	317 (WRS)(102 1 st group, 202 2 nd group)	6 WRS	
NGO youth	96 (WRS) (41 1 st group, 55 2 nd group)	6 WRS	

Field data gathering activities were performed in six municipalities. Three from the first cohort: Tetovo, Bitola and Strumica, and three from the second cohort: Gostivar, Prilep and Shtip. Data from all six municipalities was gathered in order to evaluate the effects of the WRS workshops on secondary school students, youth registered as unemployed with the ESA and youth that are not in an education process, employment nor training. The WBL program was only implemented in the first group of municipalities and therefore data regarding the WBL implementation was gathered only from them. Also, the renovated and upgraded Career Centers in the schools and Job clubs in the local ESA centers were assessed.

Data limitation refers mainly to the lack of objective measure for the improvement of the work readiness skills of the youth after participating in a program. The measures that are used in this evaluation are based on self-reporting on the level of the presence of the skills before and after the training. These two measures are compared and tested if there is statistically significant difference before and after the training. Another limitation is related to the unavailability of the teachers and students at the end of the school year due to many other activities, such as external evaluation, final tests, enrollment of students etc. This difficulty was most often encountered in the municipality of Strumica.

STRUCTURE OF THE REPORT

The report contains the following sections: Executive Summary; The YES Network Project Context; Background of the Project Monitoring and Evaluation; Methodology; Results and Findings; Conclusions and Recommendations; and Appendices.

The reporting is organized in a way to provide information on the achievements under each of the five objectives. The section Results and findings is organized around the performance indicators, presenting the information starting with the more general level of concluding (Findings) and then presenting the basis for the findings (Results) coming from different sources, such as: Teachers' questionnaires; ESA interviews among others. The reports from the focus groups are entirely presented in the appendices due to the large amount of information. Nevertheless, the findings from these reports are presented in the sections 'Key findings' under each indicator. The Conclusions and Recommendations are created based on the findings summarized in the previous sections and are actually answers to the question *How far are we with the realization of the objective?*

Note: All Indicators presented in this report, are to be found in the YES Project's PMP (see Appendix 1).

PRESENTATION OF THE RESULTS AND FINDINGS UNDER EACH OBJECTIVE

OBJECTIVE 1: FACILITATE PUBLIC-PRIVATE DIALOGUE THAT WILL IMPROVE DEMAND-SUPPLY LABOR EXCHANGE AT THE LOCAL LEVEL

INDICATOR 1.1: LOCAL ECONOMIC AND SOCIAL COUNCILS (LESC) ESTABLISHED AND FUNCTIONING.

KEY FINDINGS

The establishment of the Local economic and social councils (LESCs) in Strumica and Tetovo in FY 2012 was followed by establishing of a LESC in three more municipalities during FY 2013: Shtip, Bitola and Gostivar. A Local economic council (LEC) was established in Prilep in 2011, before the Project partnered with this municipality. LEC in Prilep focuses on the economic matters and at present they are not planning on extending their scope of operation in the social sphere. YES Network supports this body with the same scope of activities as the LESC.

Three of five LESC (Strumica, Tetovo and Shtip) prepared the basic documents (Book of rules and procedures and Strategic plan). All LESC held between 1-4 meetings during the year, while the LEC Prilep hold meetings every month, except for the summer. All LESC representatives think that they should have more frequent meetings (at least once a month) in order to be able to address more issues that are important for the municipality. LEC representative informs that a meeting per month is sufficient for discussing and implementing agreed actions. Strumica and Shtip LESC did not discuss on any specific topics, while LESC Tetovo and LEC Prilep discussed on several topics related to the youth on the labor market. It is found that only in Strumica LESC the members need to be motivated to participate more actively. Employers are the ones who are most often absent from the meetings.

Supported by YES Network Strumica LESC finalized a Local action plan for employment (LAPE), based on a research of the local labor market. By the end of the year LESC Tetovo had the draft version of the LAPE.

Based on the findings of the local labor analysis, made for the purposes of the Local Action Plan for Employment (2013-2015), Municipality of Strumica with approval of the Ministry of Education and Science opened four new vocational profiles - Agricultural management technician, Textile computer operator, Bank technician and Electro mechanic. For the first three profiles there was interest among the students so new classes were formed. However there was no class formed for the Electro mechanic profile due to the insufficient number of students' applications.

Another strategic goal from the same Local Action Plan for Employment (*Support to the social inclusion to the marginalized groups out of the local labor market,*) resulted in taking action. Namely, Municipality of Strumica, with EU funding succed to develop and adopt a Strategy on social inclusion, based on which will coordinate and implement the municipality activities related to the preparation of the youth with disabilities according to the needs of the labor market.

Because of the short time of the fully functioning and operating of the LESC, they were not able to organize Town Hall Meeting or any other bigger public event.

PRESENTATION OF RESULTS

LESC INTERVIEWS

During FY 2013 three Local Economic and Social Councils (LESC) were established in the following municipalities: Shtip, Gostivar and Bitola. The Local Economic Council (LEC) in Prilep was already established at the initiative of the Mayor before Prilep partnered with the YES network project. The Project has been supporting LEC during the year in the same way as the other LESC. During FY2013 LESC in Tetovo and Shtip have developed Book of rules and procedures and Strategic plans and have hold meetings. Strumica LESC developed all the documents during the previous year. For the purpose of evaluating the level of functioning of these three LESC and the LEC in Prilep structured interviews were conducted with representatives from these bodies. In Tetovo the president of the LESC was interviewed, while in the other three municipalities the secretaries were the interviewees. In the table below there is a summary of the LESC and LEC activities during FY 2013 regarding capacity building, documents' creation, meetings and recommendations to the Municipality.

Table 4. Review of LESC and LEC establishment and functioning during FY 2013

	Strumica	Shtip	Tetovo	Gostivar	Bitola	Prilep
Date of establishment	22.12.2011 ¹	8.02.2013	23.08.2012	30.09.2013	30.05.2013	12. 2011 ²
Strategic Planning workshop	Yes	Yes	Yes	No	No	Yes
Book of rules and procedures	Yes	Yes	Yes	No	Yes	Yes
Strategic Plan	Yes	Yes	Yes	No	No	In process
Action Plan	Yes	In process	In process	No	No	In process
Local action plan for employment (LAPE)	Yes	No	In process	No	No	No
Recommendations to the municipality	Yes	No	No	No	No	No
Town hall meetings	No	No	No	No	No	No

In addition to these activities and documentation of the LESC and LEC during FY 2013 there is additional information gained through the interviews (See appendix 23)

INDICATOR 1.2: NUMBER OF YOUTH REPRESENTATIVES IN LESC

KEY FINDINGS

This year all LESC have assured that the young people are represented in the body for public-private dialogue. Each LESC has between one and four youth representatives. Also, all five have representatives

² Established on the initiative of the Mayor of the Municipality of Prilep before its partnership with YES Network

from the youth with disabilities, representing and advocating for better employment opportunities and conditions.

PRESENTATION OF RESULTS

PROJECT REPORTS

Every Local economic and social council (LESC) has between one and four youth representatives: one in Strumica, two in Shtip, three in Bitola, four in Tetovo and four in Gostivar. The Local and economic council (LEC) in Prilep does not include youth representatives because this body does not have the social component, thus representing only the economic side. However, the YES Network Project will work with this Municipal body to expand their scope of operation by involving the young unemployed people.

Since YES Network won the USAID grant for starting a new component for inclusion of youth with disabilities in the workforce programs, PPD specialist worked with each LESC and LEC to provide a representative from the youth with disabilities. Her efforts were very successful and by the end of the FY 2013 all LESCOs and LEC included at least one young person with disabilities who will advocate for improvement of the employment possibilities of this group of young people.

INDICATOR 1.3: PERCENTAGE OF EMPLOYERS OPENING INTERNSHIPS AND OTHER FORMS OF WORK-BASED OPPORTUNITIES FOR YOUTH.

KEY FINDINGS

During this year the Project did not work directly with employers. However, the schools have already established communication with some companies where the students implement the practical instruction. Within the frames of the WBL program the students and the teachers were enthused over establishing a quality and more thorough communication with employers. The feedback from the students regarding the openness of the employers for collaboration is quite positive and promising. They report on having meaningful conversations with the employers and were given opportunities to try out operating equipment.

Teachers' experience with the employers is also very positive, once they succeed to establish collaboration. The most difficult part is to identify an employer who is willing to take students for practical instruction in their company. Most of the companies that they collaborate with are found through personal contacts of the teachers or the students. Teachers inform that the schools do not have a database of employers. In order to secure a reliable connection with the employers there is a suggestion to sign an MOU that regulates the responsibilities of the school and of the company for implementation of the practical instructions for students.

Also, the teachers inform that even in the best cases of collaboration with a company, the students were not assigned a mentor because there was no employee that would invest part of their time to guide the students through the learning process and to fill in the documentation.

PRESENTATION OF RESULTS

INDICATOR 1.4: PERCENTAGE OF YOUTH COMPLETING THE INTERNSHIPS AND OTHER FORMS OF WORK-BASED OPPORTUNITIES

KEY FINDINGS

The reports from the ESA Centers and NGOs for FY 2013 regarding the number/percentage of youth that got internship and volunteering opportunities after completing a WRS workshop are informing that this year

there is a huge decrease of such WBL opportunities. The low number of youth that gained such an experience is due to the decreasing³ of the ALMM for internship through ESA on one hand, and on the other it could be a consequence of the absence of the law on internship. It is also noticeable that even though both unemployed youth groups (ESA and NGO) think that they have improved their employability skills, they are still concerned that these qualities are not adequately appreciated by the employers in their municipalities.

The results for the students' work-based experience paint much better picture. Most probably this is due to the existence of regulations for the implementation of different forms of work-based learning for those who are still in the education process. Most often practiced WBL form was a visit to a company. The employers were cooperative and polite and gave them a lot of useful advice.

Anyhow, all three groups of youth are interested in having a work-based experience in the future.

PRESENTATION OF RESULTS

ESA CENTERS AND NGO REPORTS

ESA centers and NGOs are keeping track of the youth who participated in their WRS workshops in order to be informed about their future employment or work-based learning experiences. At least twice a year both ESA Centers⁴ and NGOs share these reports with the project, providing data on youth who got employment, internship or started volunteering. Under this indicator we are reporting only about the internship and volunteering. During FY2013 from a total of 682 trained youth (through ESA Centers and NGOs) 15 or 2% got internship and 10 (1%) volunteering opportunity. Within the WRS workshops ESA Centers encompassed 585 registered unemployed youth, out of whom eight (1%) got internship placement four (1%) got volunteering post. The NGOs on the other hand, provided WRS workshops for 97 unregistered unemployed youth out of whom seven (7%) got internships and six (6%) engaged in volunteering.

Table 5. Number/percentage of unemployed youth completing internship and volunteering after participating in a WRS workshop in ESA Center or NGO

	Total # participants	Internships	Volunteering
ESA Youth	585	8 (1%)	4 (1%)
NGO Youth	97	7 (7%)	6 (6%)
Total	682	15 (2%)	10 (1%)

The internship and volunteering placement after the WRS workshops by the ESA Centers and NGOs are disaggregated by municipalities in the following tables.

Table 6. Number of unemployed youth completing internship and volunteering after participating in a WRS workshop in ESA Center or NGO – disaggregated by municipality

	Internships		Volunteering	
	ESA	NGO	ESA	NGO
Bitola	3	0	0	1
Tetovo	1	2	0	4
Strumica	4	1	0	0
Prilep	0	0	0	1

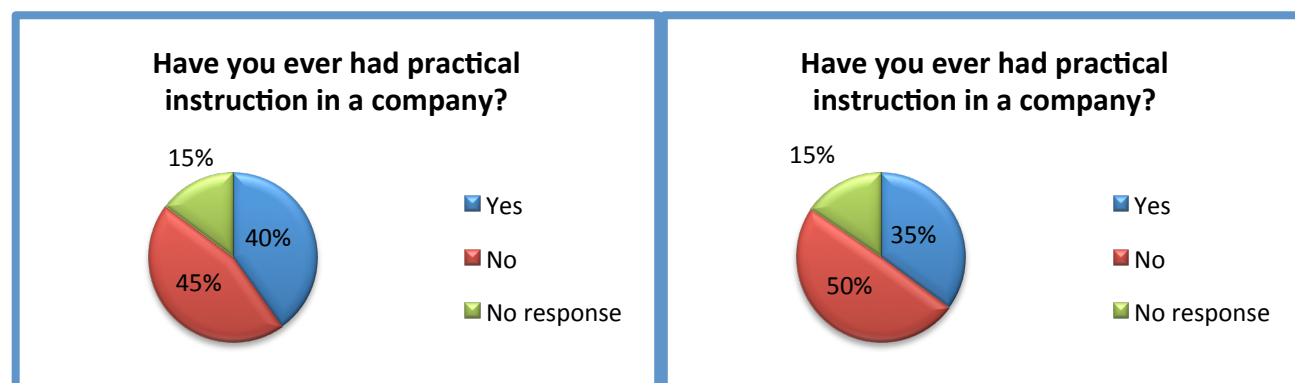
³ In the ALMM there were only 250 Internships targeted for 2013.

⁴ ESA Centers report quarterly.

Gostivar	0	4	0	0
Shtip	0	0	0	0

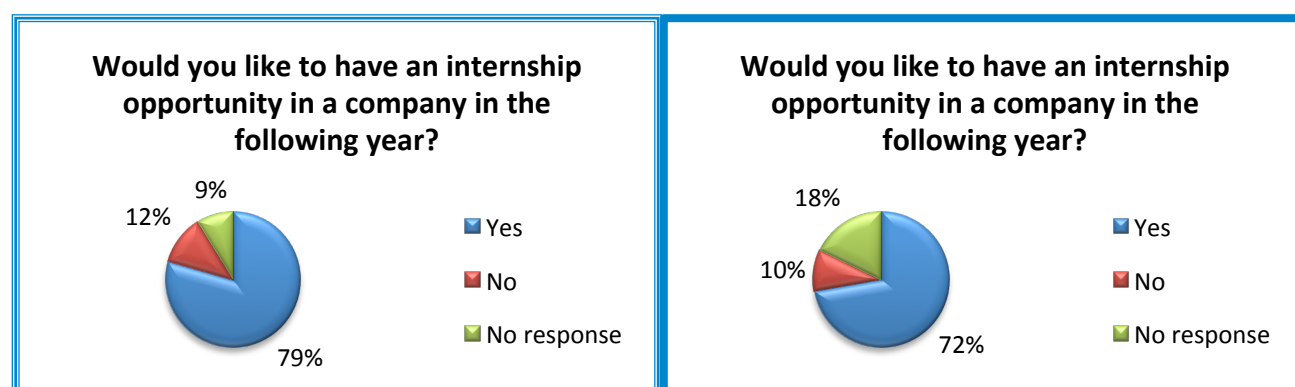
ESA YOUTH QUESTIONNAIRES

The unemployed registrants in the seven ESA centers who received WRS workshop were asked about their prior practical instruction in a company. From the first group of municipalities 40% of youth answered that they have had practical instruction in a company before the WRS workshop. (See appendix 26) The youth from the second group of municipalities who have had such an experience are 35% from the total number of 202 respondents. (See appendix 27)



Graph 1. Percentage of unemployed registrants who have had practical instruction in a company (Left: 1st group of municipalities, Right: 2nd group of municipalities)

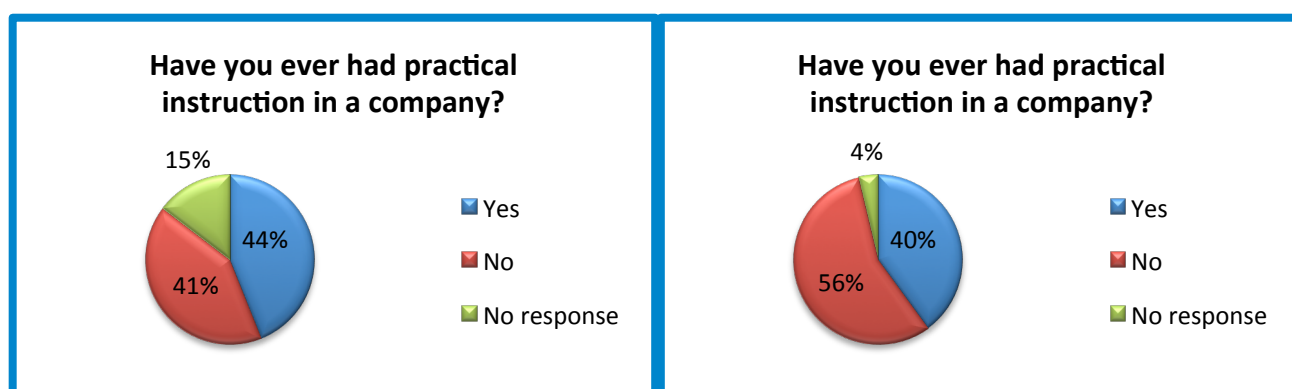
However, when asked if they would like an opportunity for practical instruction in a company a big majority (79% from the first group and 72% from the second group of municipalities) of the unemployed registrants from all seven ESA centers responded positively.



Graph 2. Percentage of unemployed registrants who would you like to have an internship opportunity in a company in the following year (Left: 1st group of municipalities, Right: 2nd group of municipalities)

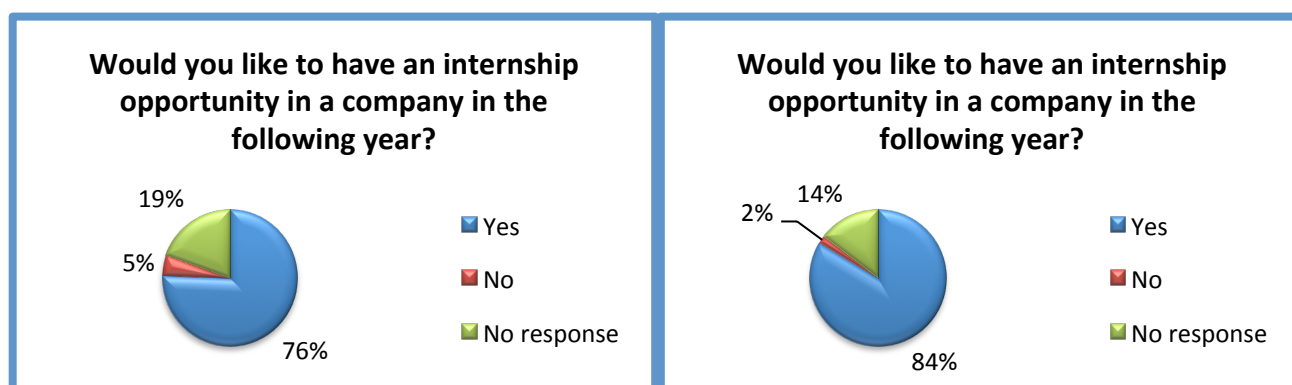
NGO YOUTH QUESTIONNAIRES

When it comes to practical instruction in a company the unemployed unregistered youth who received WRS workshop through local NGOs the results were similar to those of the trained ESA registrants. From the first group of municipalities 44% have confirmed having such before the workshop, and from the second group 40% of youth. (See appendices 30, 31)



Graph 3. Percentage of unemployed unregistered youth who have had practical instruction in a company (Left: 1st group of municipalities, Right: 2nd group of municipalities)

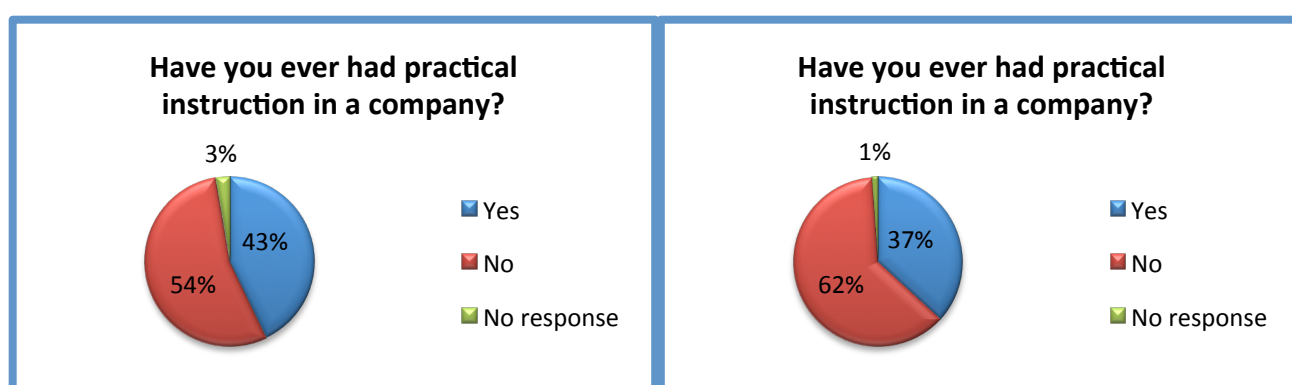
The questionnaire results also showed that most of the youth would like to have an opportunity for practical instruction in a company. 76% from the first group and 84% from the second group of municipalities would like to have such an opportunity.



Graph 4. Percentage of unemployed unregistered youth who would you like to have an internship opportunity in a company in the following year (Left: 1st group of municipalities, Right: 2nd group of municipalities)

STUDENTS QUESTIONNAIRES - WRS

Based on the results from the students' WRS questionnaires it is observable that 43% of the students from the first group of municipalities had practical instruction in a company, whereas in the second group of municipalities this percentage is 37%. (See appendices 34, 35)



Graph 5. Percentage of students who have had practical instruction in a company (Left: 1st group of municipalities, Right: 2nd group of municipalities)

Practical instruction during the school year

Regarding the practical instruction during the school year the students from the first group of municipalities gave the following responses: 100 out of 224 students or 45% have had such an experience; 81 or 36% reported that they had this experience in their second year; 66 or 29% were engaged in practical instruction “once a week during the school year”; 87 or 39% reported that the school initiated the practical instruction; 42 or 19% “learned a lot of useful things” from this experience. (See appendix 34)

The students from the second group of municipalities provided the following answers regarding practical instruction during the school year: 65 out of 193 students or 34% had practical instruction during the school year; 48 or 25% did so in their third year; 37 or 19% had practical instruction “once a week during the school year”; 45 or 23% reported that the school initiated the practical instruction; 31 or 16% stated “This experience prepared me a lot for my future job”. (See appendix 35)

Summer internship

The students from the first group of municipalities gave the following answers regarding summer internship experiences: 64 out of 224 or 29% had a summer internship; 51 or 23% did so in their second year; 29 or 13% reported that it lasted for one week; 31 or 14% answered that the school initiated the internship; 26 or 12% answered “This experience prepared me a lot for my future job”. (See appendix 34)

In the second group of municipalities the students gave the following answers: 30 out of 193 or 15% reported having summer internship; 21 or 11% had it in their second year; 14 or 7% stated that it lasted “Up to one month”; 14 or 7% said it was initiated by the school, and also 14 said it was initiated by them; 17 or 9% reported that “This experience prepared me a lot for my future job”. (See appendix 35)

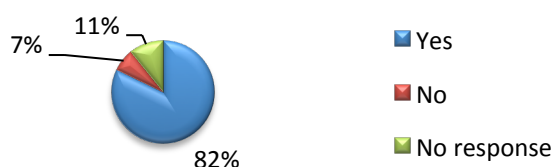
Seasonal internships

When it comes to Seasonal internships the percentage of students who engaged in them is the lowest for both municipality groups. The students from the first municipality group gave the following answers: 35 out of 224 or 16% have had seasonal internships; 23 or 10% had it in their second year; 13 or 6% stated that it lasted one week; 15 or 7% said that the school initiated the internship; 12 or 5% answered that “This experience prepared me a lot for my future job”. (See appendix 34)

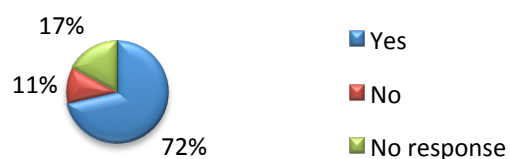
In the second group of municipalities the students answered as follows: 21 out of 193 or 11% have had a season internship; 13 or 7% had it in their third year; 9 or 5% answered that it lasted for one week; 10 or 5% said that the school initiated the internship and that they “learned a lot of useful things” from this experience. (See appendix 35)

The same respondents were then asked if they would like to have the opportunity for an internship in a company during the school year or the summer that follows it. Most of the respondents from both groups of municipalities (82% from the first and 72% from the second group of municipalities) reported that they would like such an opportunity.

Would you like to have the opportunity for an internship in a company during this school year or the summer after it?



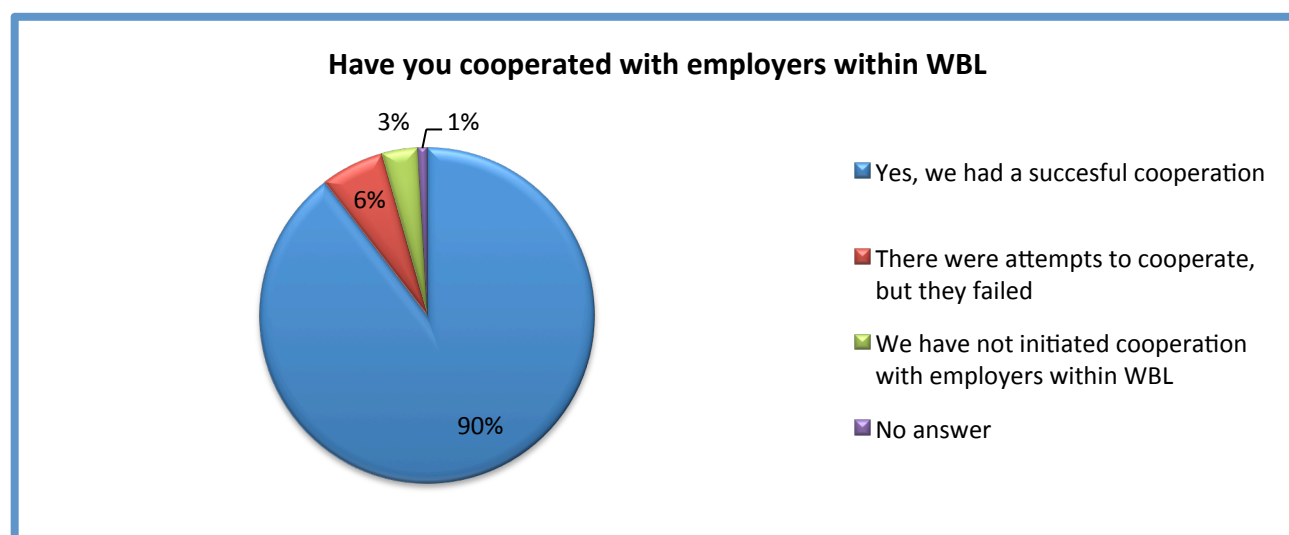
Would you like to have the opportunity for an internship in a company during this school year or the summer after it?



Graph 6. Percentage of students who would you like to have an internship opportunity in a company in the following year (Left: 1st group of municipalities, Right: 2nd group of municipalities)

STUDENTS QUESTIONNAIRES – WORK-BASED LEARNING

During FY2013 students from the first group of municipalities participated in the implementation of the Work Based Learning curriculum. According to the answers they provided in the WBL questionnaire for students, 90% out of 115 had a successful cooperation with employers. (See appendix 36)



Graph 7. Percentage of students who have cooperated with employers within the WBL Curriculum (1st group of municipalities)

INDICATOR 1.5: PERCENTAGE OF YOUTH THAT HAVE COMPLETED WRS WORKSHOPS GOT EMPLOYMENT.

KEY FINDINGS

There are young people who completed the WRS workshops employed in every municipality (20% from 682 young persons participating in a workshop organized by ESA Center or NGO). More than half of the surveyed employed youth (59% out of 46 respondents) reported that the WRS training contributed to their employment, mostly because they were more prepared to present themselves in front of the employer; they felt more self-confident and knew more how to look for a job.

ESA CENTERS AND NGO REPORTS

During FY2013 from a total of 682 trained youth through ESA Centers and NGOs, 137 or 20% got employment following the workshop. The ESA centers encompassed 585 registered unemployed youth in the WRS workshops and 98 (17%) of them got employed. The NGOs on the other hand, implemented WRS workshops with 97 unregistered unemployed youth out of whom 39 (40%) were employed afterwards.

Table 7. Number/percentage of youth gaining employment after participating in a WRS workshop in ESA Center or an NGO

	Total # participants	Employments
ESA Youth	585	98 (17%)
NGO Youth	97	39 (40%)
Total	682	137 (20%)

The numbers of employed youth are disaggregated by municipalities in the Table 4. The largest number of employments comes from the first group of municipalities (Tetovo, Strumica and Bitola). Most of the employments are located in the municipality of Bitola - 32 from ESA and 5 from NGO, followed by Strumica with 29 (26 from ESA, 3 from NGO) and Tetovo with 27 employments (11 from ESA; 16 from NGO).

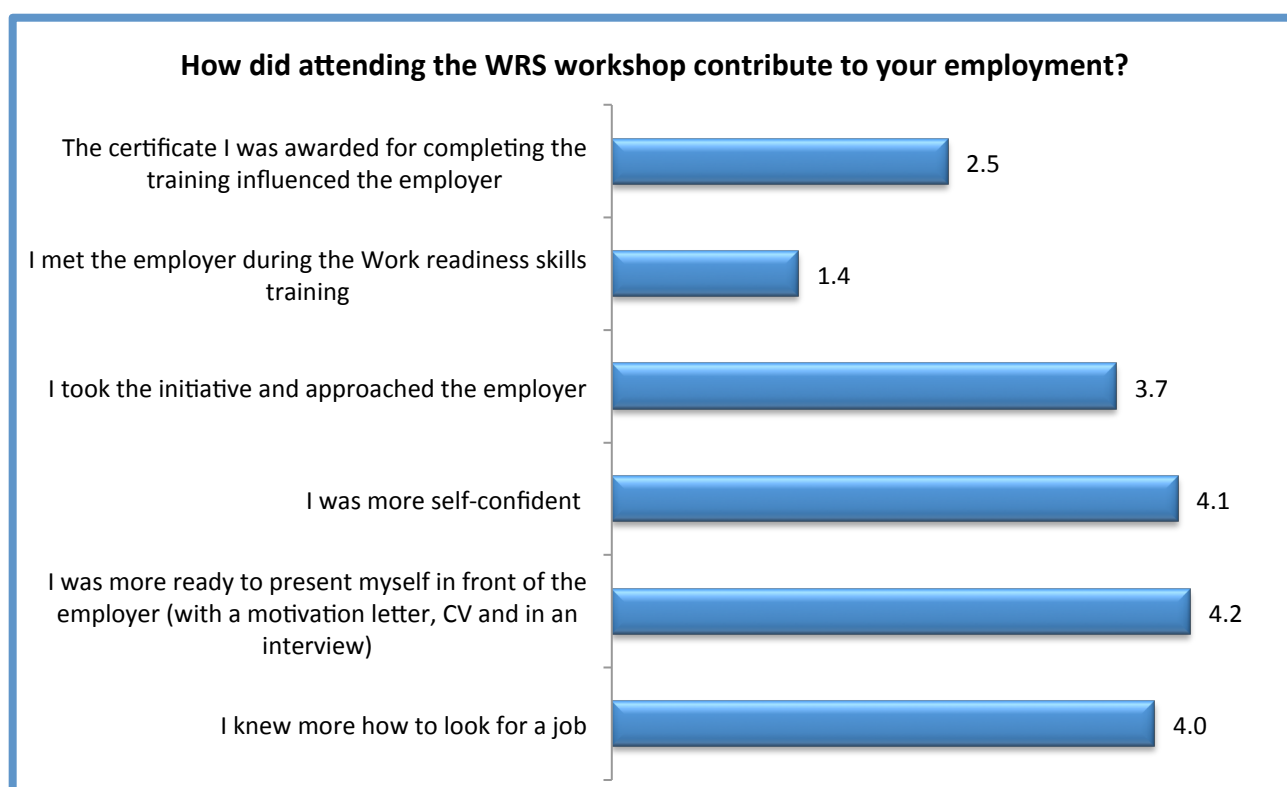
The ESA centers and NGOs from the second group of municipalities also have employed youth: 17 from Prilep (15 from ESA; 2 from NGOs), 15 from Gostivar (13 from ESA; 2 from NGO) and 15 from Shtip (10 from ESA; 5 from NGOs).

Table 8. Number of youth gaining employment after participating in a WRS workshop in ESA Center or an NGO – dissagregated by municipality

	Employments	
	ESA	NGO
Bitola	32	5
Tetovo	11	16
Strumica	26	3
Prilep	15	2
Gostivar	10	2
Shtip	10	5

QUESTIONNAIRE FOR EMPLOYED YOUTH

Based on the reports from the ESA Centers and NGOs, during FY2013, out of 682 trained unemployed registrants, 137 got employment. The experiences of these young people were assessed using a questionnaire to which 46 (34%) young people responded. In this questionnaire the respondents were asked to inform if the WRS workshop contributed in any way to the job search process and the employment itself and 59% responded affirmatively to the question. This question was followed by another question to assess possible ways in which the WRS workshop contributed to their employment. Their results showed that the highest rated contributions (on a scale of 1-the lowest to 5-the highest) were *“I was more ready to present myself in front of the employer (with a motivation letter, CV and in an interview)”* with an average score of 4,2, followed by *“I was more self-confident”* with an average score of 4,1 and *“I knew more how to look for a job”* with an average score of 4,0. (See appendix 37)



Graph 8. Contribution of attending the WRS workshop to the subsequent employment according to the employed youth

OBJECTIVE 2: DEVELOP VENUES FOR MEETING IMMEDIATE SKILL/TRAINING NEEDS OF THE LABOR MARKET AND CAREER DEVELOPMENT OPPORTUNITIES

INDICATOR 2.1: CAREER CENTERS (CC) UPGRADED AND FUNCTIONING

KEY FINDINGS

The FY2013 target of 25 Career centers functioning and 11 new upgraded is achieved. One more in Skopje was already upgraded by another USAID project and another one is left to be renovated and upgraded in the following year. This makes 37 CCs equipped with technical equipment and printed materials, available for use by the teachers and students. Most of them were used for implementation of the WRS and WBL classes as well as for other activities such as presentations, competitions, meetings, workshops on various topics etc. Only three CCs were not used during the school year - two which were renovated later in the year, and one where the teachers were discouraged by the school management to use it.

PRESENTATION OF RESULTS

PROJECT REPORTS

The state of each Career Center by September 30th 2013 is depicted in the Table 5. Out of 38 schools, 25 have a functioning CC and 11 are upgraded. One CC (Kocho Racin - Skopje) is yet to be upgraded and another (Orce Nikolov - Skopje) was already renovated and equipped by previous USAID Primary Education Project (PEP), however the YES Network Project continues to support it. The Career Center in Josip Broz – Tito in Bitola was also renovated by PEP and continues to function with the support of the YES Network Project.

Table 9. Presentation of upgraded and functioning Career centers

Tetovo	Bitola	Strumica	Shtip	Prilep	Gostivar	Skopje	
8 Septemvri	Gjorgji Naumov	Nikola Karev	Slavcho Stojmenski	Gjorche Petrov	OSTU Gostivar	Boro Petrushevski	Kocho Racin
Gjoce Stojcheski	Kuzman Shapkarev	Jane Sandanski	Iskra	Riste Risteski Richko	SOU Gostivar	Brakja Miladinovci	Mihajlo Pupin
Mosha Pijade	Jane Sandanski	Dimitar Vlahov	Kole Nehtenin	Mirche Acev	SEU Gostivar	Panche Karagjozov	Orce Nikolov
Kiril Pejchinovikj	Jovan Kalauzi		Dimitar Miraschiev	Kuzman Josifovski Pitu		Vasil Anteski Dren	Dimitar Vlahov
Nikola Shtejn	Taki Daskalo		Jane Sandanski	Orde Chopela		Lazar Tanev	Vlado Tasevski
	Josip Broz Tito	Legend: Functioning – marked in green Upgraded – marked in blue				Zdravko Cvetkovski	

SECONDARY SCHOOL REPORTS

Each school in which WRS or WBL was implemented submitted a school report form with a section describing the activities that took place in the CC itself. Among the most frequent activities in the CCs are:

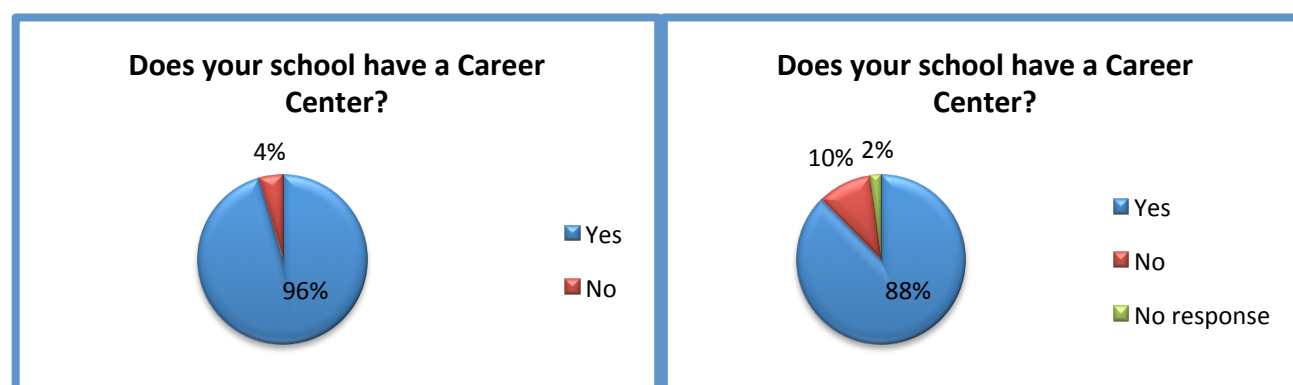
implementation of the WRS and WBL programs, meetings with parents, media and other relevant institutions, and preparation of CC documents, logos, webpages and Facebook profiles for the school or CC. It is also important to emphasize that the schools have found new and innovative ways to use the CC and its resources. Some of these activities are: presentations by universities for graduating secondary school students, presentations of ALMM by ESA Centers, informative meetings with employers, using the ICT for other subjects etc.

Table 10. Activities implemented in the Career centers

Most frequent activities	Innovative use of the venue
Preparing: CC reports, CC/school webpage, CC/school Facebook profiles, logos, Action Plans.	Watching video materials for various subjects and subject project activities
Meetings with parents, media, other relevant institutions	School projects
Disseminating trainings and workshops to the teachers	Meetings of youth organizations
Presenting the CC in front of students, parents, media and elementary school graduates.	Presentations for graduate students by Universities
Workshops on various topics: no violence policy, dangers from use of pyrotechnics, children's rights, youth engagement	Presentations by ESA State
Preparations for various competitions, and using the venue for the competition	Preparations for MASSUM competition
Implementing WRS and WBL programs	Meetings with employers

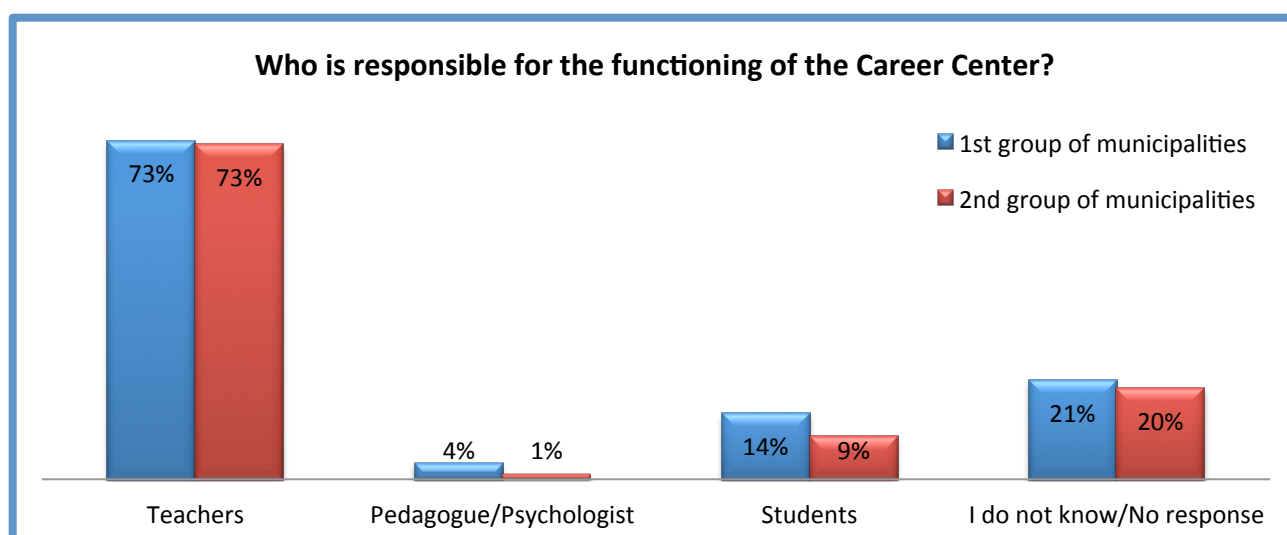
STUDENTS QUESTIONNAIRES

96% of the students from the first group of municipalities reported that their school has a Career Center, while from the second group of municipalities the percentage of students reporting a Career Center in their school is 88%. When the results from the WRS questionnaires of the students from the second group municipalities are analyzed it is evident that 17 from the 20 (10%) students who did not report a CC in their school are from "Kole Nehtenin" a school in Stip whose Career Center was equipped in October of 2013. This explains the relatively high number of students who did not report a CC in their school.



Graph 9. Students answers regarding having a CC in their school (Left: 1st group of municipalities, Right: 2nd group of municipalities)

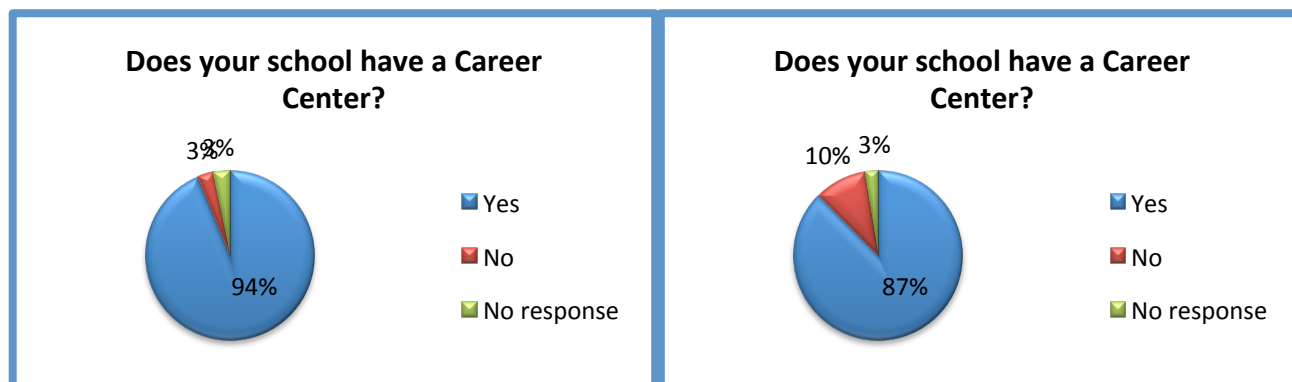
The results from the questionnaires also show that most of the students see the teachers as responsible for the functioning of the Career Centers. This is the most frequent answer in both municipality groups, by 73% of the student respondents. (See Appendices 34, 35)



Graph 10. Students answers on who is responsible for the functioning of the CC

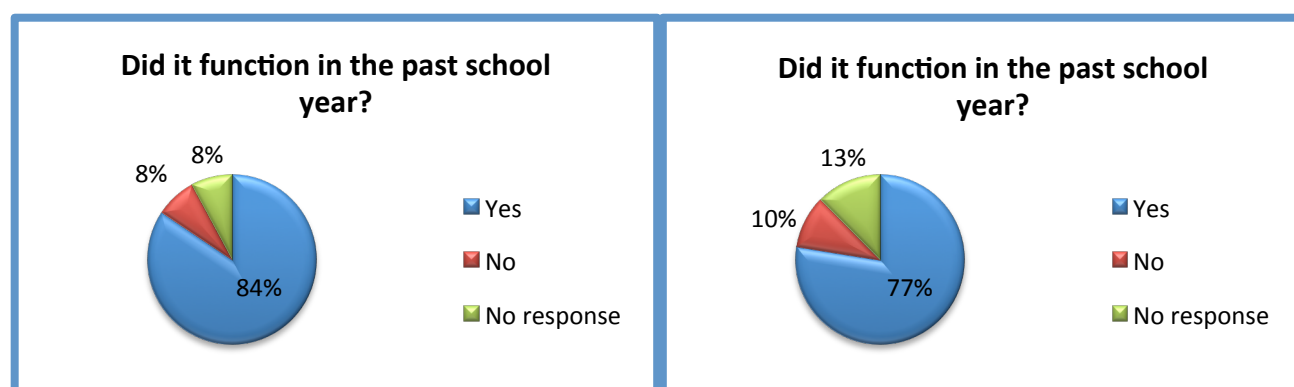
TEACHERS QUESTIONNAIRES

Within the WRS questionnaire for the teachers a section covers the Career Centers. Almost all of the teachers from the first group of municipalities or 94% reported that their school has a Career Center. In the second group of municipalities 87% confirm a Career Center in their school, while the 10% that do not are from schools where the Career Centers were not yet equipped. These secondary schools are “Riste Risteski Richko” in Prilep, and “Kole Nehtenin” in Stip, which were equipped in October 2013.



Graph 11. Teachers answers regarding having a CC in their school (Left: 1st group of municipalities, Right: 2nd group of municipalities)

Regarding the functioning of the Career Centers 84% of the teachers from the first group of municipalities reported that it does. The percentage of teachers from the second group of municipalities who confirmed the functioning of the CC is 77%. (See Appendices 38, 39)



Graph 12. Teachers answers regarding the CC's functioning in the past school year (Left: 1st group of municipalities, Right: 2nd group of municipalities)

INDICATOR 2.2: JOB CLUBS (JC) UPGRADED AND FUNCTIONING

KEY FINDINGS

The target for FY 2013 of six Job clubs functioning and one upgraded was achieved. All six JCs in each of the partnering municipalities were used throughout the year for implementation of multiple WRS workshops and other ESA activities. The Job club in Skopje was upgraded and is ready for use in the following year.

PRESENTATION OF RESULTS

PROJECT REPORTS

During FY2013 six Job Clubs in ESA Centers from Tetovo, Bitola, Strumica, Prilep, Stip and Gostivar were functioning. Additionally a Job Club in ESA Skopje was upgraded and is expected to start functioning i.e. implementing WRS workshop with unemployed registrants in FY2014.

INDICATOR 2.3: PERCENTAGE OF YOUTH SHOWING DESIRED LEVEL OF EMPLOYABILITY SKILLS

KEY FINDINGS

The responses from the questionnaires show that all youth groups (students, ESA youth – unemployed registered at ESA and NGO youth – unemployed, unregistered and out of school) in both groups of municipalities assess themselves having improved their employability skills after participating in a Work readiness skills program. The quantitative data from all three groups of youth show statistically significant difference ($p < 0,01$) in all assessed aspects of the curriculum.

In the focus group discussions students elaborated more on the most important benefits they got from the program, such as increased self-confidence and acquisition of practical knowledge and skills useful for life. They also described the learning atmosphere most positively, accentuating the aspects which they think were the key to the successful learning: a non-judgmental and relaxed atmosphere, the teachers were completely dedicated to the students and had a friendly attitude, all students participated, expressed their opinion and felt free to ask questions. All this, they said, was different from their regular classes and they wish this approach to be practiced during all their classes. In general, the students said that they have received more than they had expected. In some groups the students asked for improvement of the following: to implement the classes without greater pauses, to use the self-evaluation tools regularly because that is how they know if they have advanced in the skills and knowledge and to have an interview with an employer.

Youth that completed the program through ESA workshops report on increased self-confidence, on having more complete picture of the complexity of the job searching process, on having greater initiative for searching for a job and internship. They also learned some modern forms of applying for job (e-portfolio) and had a great benefit from the interview by and with an employer. However, they are aware that the reality does not match the entire curriculum and suggest that the employers should be trained as well.

Youth participating in the NGOs workshops report similarly as the previous two groups: now they are with greater self-confidence, are more aware of oneself, with more composure and self-control. They feel more ready to speak in front of a group and have greater motivation and initiative for searching for a job and internship. As a result of the workshops they have improved their CV and motivation letter writing skills, as well as self-presentation in an interview, as a result of which, according to some, they were invited for an interview.

Regarding the Work-based learning program that was implemented with the fourth year students from the first group of municipalities it is also found that the students self-report on advancing in their knowledge and skills after participating in the WBL program. They enjoyed the WBL classes because they stimulated them to be active and got more attention from the teachers. They say that because of that they studied better, were more attentive and motivated to engage during the class. They wish that the interactive approach becomes part of the regular classes.

PRESENTATION OF RESULTS

YOUTH QUESTIONNAIRES – WORK READINESS SKILLS

The employability skills of youth were measured in the questionnaires using sections of questions for each module of the WRS curriculum. All answers are based on self-assessment and for six of the eight modules (Personal development; Appropriate workplace behavior; Communication skills; Teamwork and leadership; Job seeking skills; Financial skills-(knowledge and attitudes)) the respondents were asked to provide a measure that represents their behavior, knowledge or skills before and after the workshop. The questionnaire items are designed in a way that a higher score represents higher presence of the skill or knowledge in question. The difference between the “before the workshop score” and the “after the workshop score” is taken as a measure for improvement of the employability skills.

The responses from the questionnaires show that all youth groups in both groups of municipalities show improvement in their employability skills. The overall average percentage of youth from the first group of municipalities who improved their skills and knowledge in these six modules is 80%, and for the second group of municipalities the percentage is 85%. Within the first group of municipalities the NGO Youth has the highest average percentage of improved skills (86%). Within the second group of municipalities the NGO Youth also have the highest average percentage of youth who improved their skills and knowledge in the six modules mentioned above (94%). In both municipality groups the module “Financial skills – (attitudes and knowledge)” has the lowest percent of youth with improved skills and knowledge - 72% in the first group and 75% in the second group of municipalities. (See appendix 40)

These results were further supported with additional statistical analysis. T-tests were performed to determine the significance of the results (See appendix 41). The procedure was done with the whole sample (All youth) and with every youth group separately (Students, NGO Youth and ESA Youth). In all four analyses the improvement of the skills in these six modules proved to be significant on a 0,01 significance level. This means that there is 99% probability the results reflect a pattern rather than chance.

Table 11. Improvement of youth's employability skills after the WRS workshop

	Personal development	Appropriate workplace behavior	Communication skills	Teamwork and leadership	Job seeking skills	Financial skills – knowledge and attitudes	Average
First group of municipalities							
Students	80%	79%	77%	82%	85%	70%	79%
NGO youth	90%	78%	83%	95%	93%	76%	86%
ESA youth	86%	75%	78%	86%	89%	73%	81%
All youth	83%	78%	78%	84%	87%	72%	80%
Second group of municipalities							
Students	90%	84%	88%	90%	93%	82%	88%
NGO youth	98%	87%	94%	96%	100%	89%	94%
ESA youth	87%	75%	75%	88%	91%	68%	81%
All youth	89%	80%	83%	90%	93%	75%	85%

For the module “Safety, rights and responsibilities at the workplace” and part of the module “Financial skills-(behavior)” the skills and knowledge of the respondents were assessed using only one measure showing level of agreement with given statements. These statements were designed in a way that a higher score shows greater presence of the skill or knowledge in question, and an average score for the whole module that is higher than 3 is considered an improvement of the skills and knowledge within that module.

Just as it was the case before, here the module “Financial skills” is also the module with the lowest percent of youth with improved skills and knowledge. The measurements for this module are depicting behavioral aspects or practical implementation of the skills and knowledge obtained within the module “Financial skills”. (See appendix 40)

Table 12. Improvement of youth's employability skills after the WRS workshop

	Safety, rights and responsibilities at the workplace	Financial skills – behavior
First group of municipalities		
Students	91%	55%
NGO Youth	100%	54%
ESA Youth	99%	73%
All youth	94%	61%
Second group of municipalities		
Students	96%	44%
NGO Youth	100%	67%
ESA Youth	97%	66%
All youth	97%	60%

The WBL program was implemented in schools from the first group of municipalities. Based on the responses in the questioners, filled in by 115 students, the majority showed improvement in their preparation for a work-based learning. For each of the statements below the respondents were asked to provide a measure that represents their behavior, knowledge or skills before and after the workshop. The questionnaire items were designed in a way that a higher score represents higher presence of the skill or knowledge in question. The difference between the “before the workshop score” and the “after the workshop score” is taken as a measure for improvement of the skills. The percentage of students who showed improvement in these skills ranges from 70% to 87%. (See appendix 40)

These results were further analyzed with additional statistical procedures. T-tests were performed to determine the significance of the results (See appendix 41). For each item (presented below in table 11.) the improvement of the skills/knowledge proved to be significant on a 0,01 significance level. This means that there is 99% probability the results reflect a pattern rather than chance.

Table 13. Improvement of students’ skills and knowledge for work-based learning after participating in the WBL program

	Improved - N	Total - N	Percentage
I can identify my own skills	100	115	87%
I can identify my own abilities	94	114	82%
I know how to present my skills and abilities to the employer	92	114	81%
I can identify my professional values	84	114	74%
I know how to prepare an application for an employer	96	114	84%
I know what to do in an informative meeting with an employer	95	115	83%
I know my professional values	81	115	70%
I know what resources are necessary for work-based learning	81	115	70%
I know well the following types of work-based learning practices:			
• Company visit and company tour	83	114	73%
• Workplace observation	82	114	72%
• Practical instruction/work experience	82	115	71%
• Summer practice	85	115	74%
• Student entrepreneurship	80	114	70%
I know well the procedures for monitoring, evaluation and keeping track of work-based learning	91	115	79%

INDICATOR 2.4: LOCAL YOUTH NGOS PROVIDE CAREER RELATED SERVICES TO NUMBER OF UNEMPLOYED, UNREGISTERED AND OUT OF SCHOOL YOUTH

KEY FINDINGS

Five out of six NGOs, one per municipality, delivered a WRS workshop to one group of young unemployed, unregistered and out of school persons. In total 97 young people participated in this training. In Strumica the NGO Planetum reported that the reason for not implementing the workshop was that they had difficulties in identifying participants.

There is a greater percentage of women (58%) participating in the workshops, which represents the gender distribution in the population.

Youth that participated in the NGO workshops give very positive feedback about the approach and the content of the curriculum. However, the sustainability of the future implementation of the workshops through the NGOs is questionable because of the unsecure funding opportunities. However, having in mind that NGO sector in Macedonia is constantly active and there are continuous opportunities for EU funding through the municipalities, this might be one of the networking issues that need attention from the LSCs.

PRESENTATION OF RESULTS

PROJECT DATABASE REPORTS

During FY2013 five NGOs in partnership with the YES Network project conducted five WRS workshops. A total of 97 young unemployed unregistered people attended the workshops, 56 female and 41 male.

Table 14. Number of youth participating in WRS workshops organized by local NGOs

Municipality	NGO	Total	F	M
First group of municipalities				
Bitola	MKC	20	14	6
Tetovo	MOF	23	16	7
Second group of municipalities				
Stip	LER-IT	16	8	8
Gostivar	ADI	19	8	11
Prilep	Mladinski Sovet	19	10	9

OBJECTIVE 3: STRENGTHEN THE JOB SERVICES CAPACITY OF PUBLIC AND/OR PRIVATE LABOR MARKET MEDIATION ORGANIZATIONS TO ENSURE TRAINED YOUTH HAVE ACCESS TO UP-TO-DATE INFORMATION ON JOB OPENINGS AND CAREER DEVELOPMENT OPPORTUNITIES.

INDICATOR 3.1: ESA STAFF DELIVERS NUMBER OF CAREER RELATED WORKSHOPS TO UNEMPLOYED YOUTH

KEY FINDINGS

During FY 2013 all six ESA Centers delivered 35 WRS workshops in total, encompassing 585 young unemployed persons, registered at ESA. Most of the trainings were attended by employers from the municipality who actively participated in the workshop and shared their experiences and views with the trainees regarding the demands of today's labor market. Through the observations following strengths of the workshops were perceived: in most of the workshops an interactive approach was used, the content was relevant for the youth, the Job Club resources were used and often there was an employer as a guest. There was a positive atmosphere among the participants, created by the open approach of the facilitators, discussions that they elicited by asking questions and by creating opportunities for exchange of opinions and experiences. Also, some aspects that need to be improved were observed: need for Improvement of some of the facilitating skills is necessary, such as motivating of all participants to be active and skills for leading a constructive and focused discussion. In one ESA Center there is need for support from external facilitators since their employees are not very skillful.

Most of the facilitators informed that they need support for the provision of materials for the workshop and refreshments/lunch for the participants. Several facilitators also asked for providing an internet connection after 2pm in the Center, so they could create a Facebook and web page in order to promote the Job club and the WRS workshops among the young people. In one Center they asked for help from external facilitators.

Generally, facilitators shared their opinion that there is no need for change in the content or in the approach of the curriculum, because they are appropriate for the target group they work with. In one Center it was suggested that their work needs to be upgraded with professional orientation content, which is important for the young people to make relevant career choices.

Facilitators from five ESA Centers reported that plan to implement the WRS workshops during the next year.

PRESENTATION OF RESULTS

PROJECT DATABASE REPORTS

During FY2013 22 ESA employees were trained to deliver WRS to unemployed registrants. 13 of them were female and 9 male. Additional three ESA employees attended the Filming Best Practices (FBP) workshop and gained knowledge on using video camera and editing the footage.

Table 15. Number of trained ESA facilitators

WRS			FBP		
Female	Male	Total	Female	Male	Total
13	9	22	0	3	3

During the year, 35 workshops were conducted in the six ESA Centers with young unemployed registrants. 31 of these workshops were attended by 30 different employers. Some of them attended two or three workshops, and some workshops were attended by more than one employer. The employers come from a wide range of industries, and they all got involved in a simulation of a job interview for educational purposes of the ESA trainees. In addition to their participation in the simulation of a job interview, the employers were sharing their experiences regarding their view of the labor market demands for young people seeking a job. Below in table 12 we can see the employers who attended workshops disaggregated by municipality.

Table 16. Employers who attended a WRS workshop in ESA Centers

ESA Center	Name of Company/Employer	Company profile
Bitola	Euroakaunt	Accountant Bureau
	15DE IMPEKS	Markets
	DOOL Secret Ristevski	Textile shop
	Coffee bar "Touch"	Hospitality
Prilep	Ace – Toni (attended three trainings)	Printing House
	"De-Ni" Mebel	Trade with Furniture
Strumica	Hotel Gligorov (attended two trainings)	Turizam and hospitality
	RiverSoft - Strumica (attended two trainings)	IT Company
	Total Media	IT Company
	Terazit	IT Companies

	Detska Kukja	ToyShop
Stip	Elit Feshn in (attended two trainings)	Textile industry
	Tutunska Banka	Bank
	Eko Solar	Building Solar panels
	Agropak	Seed products
Tetovo	Duoteks	Textile industry
	Teteks yarn	production of wool
	Euro Metal Mebel	Metal construction and furniture
	Jeta Air	Turist agency
	Jugohrom Ferroalloys	Metal industry
	Zito Polog	Food industry
	LB KONS	Accountant Bureau
Gostivar	Caseficio Cesarina "Fejzi"	Food Industry
	Viktorija Bob	Accountant and consulting Bureau
	Vardar DA (attended two trainings)	Security
	Viktor I Ana	Accountant Bureau
	Karnem	Meat Industry
	Kartel	Metal constructions
	Gudalat	Juice Factory
	Mclaren	Technical control

INDICATOR 3.2 NUMBER OF JOB CLUBS THAT HAVE THEIR SERVICES ENHANCED

KEY FINDINGS

All six Job Clubs in the local ESA Centers have their services for the youth enhanced: there is a regular implementation of WRS workshops for the unemployed and registered youth.

PRESENTATION OF RESULTS

PROJECT DOCUMENTS

All six ESA Centers that have partnered with YES have JCs with enhanced services. By enhanced services the following is understood: having new structured and interactive WRS training to offer to registered unemployed youth; WRS workshops implemented with youth, with co-facilitators to assist the acquisition of facilitation skills by ESA staff; having structured curricula for WBL and training for ESA use, and having IT equipment and printed materials.

INDICATOR 3.3: NUMBER OF UNEMPLOYED YOUTH USING JC SERVICES

KEY FINDINGS

During FY2013 585 young unemployed and registered at ESA used the services of the Job clubs in all six partnering municipalities. During the workshops they were using the technical equipment in the Job club, but the printed materials were used less. In some groups in the second group of municipalities the youth were not informed that there are books. For some the English language was the obstacle and for some not.

PRESENTATION OF RESULTS

PROJECT DATABASE REPORTS

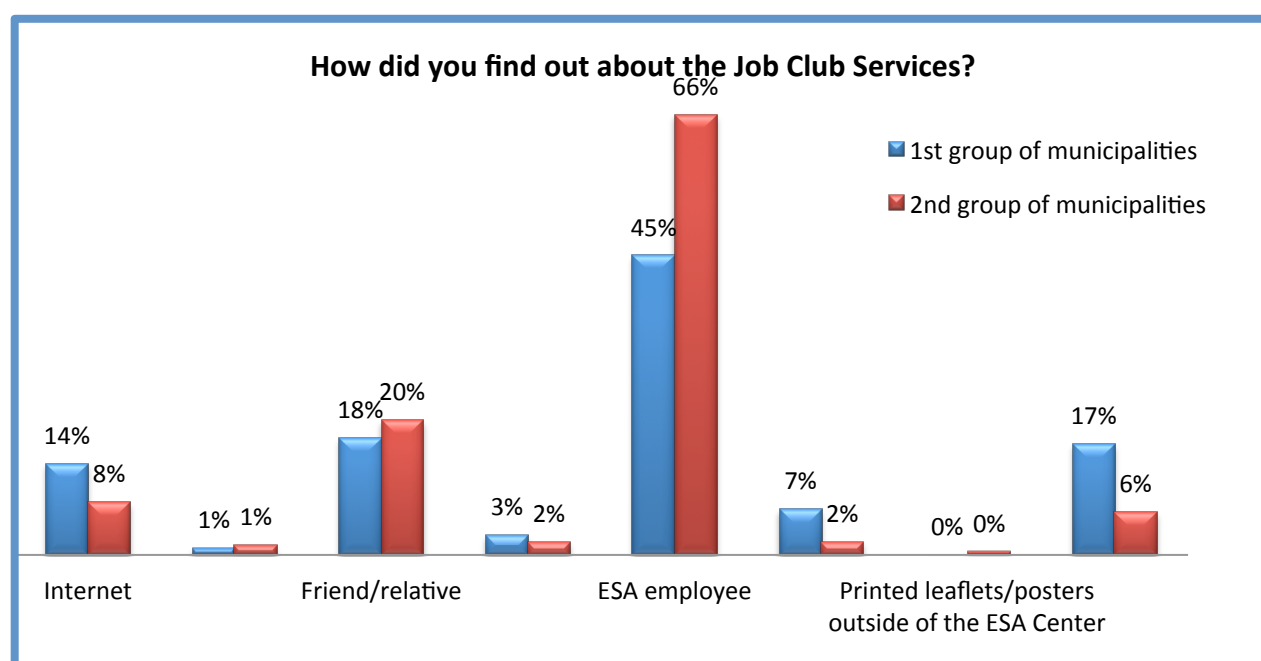
During the FY 2013 the six ESA Centers combined in a total of 35 WRS workshop cycles and 585 trained unemployed registrants. 17 of them were conducted by the ESA Centers from the first group of municipalities and 274 (105 male and 169 female) unemployed registrants were trained. In the second group of municipalities in 18 workshop cycles 311 (101 male and 210 female) young people were trained.

Table 17. Number of workshops and youth encompassed by ESA Center

ESA Center	Number of workshops in FY2013	Number of trained youth		
		Total	Male	Female
Bitola	4	72	20	52
Tetovo	6	98	53	45
Strumica	7	104	32	72
Prilep	7	111	41	70
Gostivar	6	98	32	66
Stip	5	102	28	74
Total	35	585	206	379

ESA YOUTH QUESTIONNAIRES

Out of the 585 unemployed registrants who attended WRS training in the six centers in both municipality groups, 317 constitute the sample for the survey with this youth group. In the questionnaire they were asked to name the source through which they found out about the JC services. Most of them, or 66% from the 2nd and 45% from the 1st municipality group answered that they did so through an ESA employee. (See Appendices 26, 27)



Graph 13. ESA Youth source of information regarding the JC services

OBJECTIVE 4: PROVIDE CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS IN SECONDARY SCHOOLS.

INDICATOR 4.1: PERCENTAGE OF TRAINED SECONDARY SCHOOL TEACHERS IMPLEMENTING CAREER RELATED ACTIVITIES BOTH THROUGH THE FREE CLASSES AND INTEGRATED IN THE EXISTING SUBJECTS

KEY FINDINGS

During the school year 2012/2013 out of the 257 trained teachers from all six municipalities, 121 or 47% were implementing the WRS curriculum. Most of these teachers chose to integrate WRS curriculum content into their subjects, delivering selected modules and activities to 7301 secondary school students. The percentage of the teachers who chose to implement the WRS curriculum within the “free classes” is significantly less, due to the nature of organization of these classes. Through their implementation of the full 72 hour program 1711 students fully completed the WRS curriculum. The reason behind the low number of teachers who implement within the “free classes” as they themselves said is that this might depend on the decision of the school management for assigning “free classes” to teachers.

Overall, the teachers do find the curriculum to be well designed and suitable for the students. They also commend the curriculum approach and share that the students find it interesting and effective too. In fact, only a few teachers suggest changes to the content, and almost all were around the extensiveness of the program. This is information that comes across many times with teachers from both municipality groups and is independent from the approach they used when implementing the curriculum. According to the teachers it is not realistic to expect full integration of the entire content within the existing classes, or manage “free class” implementation of all 8 modules. Regarding the integration of the curricula in the existing subjects it was recommended by the Project that it should be done wherever it fits the curricular goals of the subject in questions, in coordination among the teachers that implement the curriculum. The integration would be most effective when the teachers coordinate among themselves and plan which content will be integrated in which subjects. In this way, higher number of students will have benefit from more activities dispersed in different subjects. As for the implementation during the free classes it was recommended to start with the implementation of the program in September and finish it in June, thus distributing the entire 72 hours throughout the entire school year. The late start of the free classes is an internal issue of each school that needs to be addressed when creating the annual plan.

According to the teachers who implement WRS in the “free classes” the students are already overburdened with their schedule. This creates problems with the transportation of the students which occurs after the last class of the day. In these situations the teachers need to find a time slot for the “free class” since it is not part of the regular curriculum. Sometimes the teachers replace some existing classes with the “free class”. In light of these problems it is clear why many teachers have shared the same idea that these classes should be incorporated into the regular schedule so that the curriculum could be consistently and fully realized. Also in many cases the CC is unsuitable for the size of the group or is unavailable which does not need to be seen as an obstacle for the realization of the classes because they can be implemented in a regular classroom. However, despite the issues they shared, the teachers showed admirable proficiency in delivering the WRS curriculum during the “free classes” when they were assessed through the class observation process.

On the other hand, with the teachers who integrate WRS content, the choice of modules to integrate into the subjects is mostly an issue of compatibility. That is also why they cannot integrate the content of the modules fully. They say that the WRS curriculum requires more resources such as time, space and ICT than

the existing subjects and therefore they are not fully compatible. That is also why they think that it is good they can choose which and how much content they integrate.

Overall, the teachers are very interested in the implementation of the curriculum next year because they see it as very useful to the students and their overall experiences are positive. Perhaps what is most important to note is that the teachers see increase in the students' involvement, curiosity and participation in general when it comes to their future work readiness.

The teachers who were implementing the curriculum in the "free classes" shared initiatives encouraged by the WRS curriculum which illustrate these positive experiences better. According to the teachers from the first group of municipalities, most of the initiatives encouraged by the WRS curriculum are related to the future work readiness of the students. According to the teachers, the students were interested in improving their job seeking skills, internship opportunities, seasonal jobs, learning from employers or the ESA how to be better prepared for employment etc. These initiatives were broadened by the teachers from the second group of municipalities where some initiatives were also focused on promoting the CC or the program to other students and local stakeholders.

The 2012/2013 school year was also the first year of the WBL curriculum implementation. 35 teachers from the first group of municipalities were trained and 17 of them actually implemented the curriculum. Although a small number of teachers, by the end of the school year 658 students participated in WBL content integration into their existing subjects and additional 442 students participated in WBL implementation within the "free classes". The teachers who implemented the curriculum in the "free classes" demonstrated high proficiency in delivering the content with the students.

According to the teachers the WBL curriculum requires no major changes in its content or the approach for delivering the content. In their experience the students adopted the content very well and they showed high interest in it. An exception are some concerns about the topic "Selection of an employer" and the contacting of employers by the students, which some teachers see as unrealistic and a "waste of time" for the companies.

Although the teachers managed to implement the entire curriculum they reported several organizational problems. The first area which proved to be difficult for the students is the resources (transport costs, teachers time spent in organization etc.) which need to be allocated in order for the company visits to be realized. This will require a timely planning of the budget on the part of the school management and the Municipality. The Project might advise the school directors on this since it is a sustainability related issue, however does not have a mandate to interfere in the budget planning of the schools. In the light of networking, this issue could be also considered on the LESS sessions and a solution could be recommended to the Municipal Council. The other challenging area is around the companies and securing the collaboration with them. This proved very demanding for some teachers but not so much for others. However, in both cases the teachers claimed they were encouraged to search for new and more employers and this helped improve the cooperation between them.

Almost all of the teachers are interested in implementing the curriculum in the next year. This shows that the benefits of the curriculum seem to outweigh the difficulties which the teachers overcame.

The school management and the teachers were suggested to provide certificates to the students that complete the WRS and WBL programs in order to recognize their preparedness for employment, which might make a significant difference when applying for a job.

PRESENTATION OF RESULTS

SCHOOL REPORTS - WRS IMPLEMENTATION

During the FY2013 WRS curricula was implemented in 27 schools. The table below shows the percentage of teachers who implemented the WRS program by municipality group and on a project level. According to the school reports out of 178 trained teachers from the first group of municipalities 72 or 40% implement the program. Six percent (6%) implement it within the “free” classes, 27% integrate the program into their subjects and 7% use both approaches. The implementation of WRS in the second group was as follows: out of 79 trained teachers 49 or 62% implemented the WRS program with their students. Five percent (5%) implemented within the “free” classes, 39% integrated program content into their subjects and 18% used both approaches.

On a project level, i.e. in all municipalities, out of 257 trained teachers, 121 or 47% implemented WRS during FY13. Six percent (6%) did so within the “free classes”, 31% integrated WRS content into their subjects, and 11% used both approaches. (See appendix 44)

Table 18. Percentage of teachers’ approach implementing the WRS curriculum

	Total number of trained teachers	Number of teachers implementing WRS	Difference	Teachers (free classes)	Teachers (integration)	Teachers (both approaches)
% from the total number of trained teachers (257) from all six municipalities trained during FY11 and FY12	257	121	136	15	79	27
	100%	47,08%	52,92%	5,84%	30,74%	10,51%
% from the total number of trained teachers (178) from the first group of municipalities trained during FY11 and FY12	178	72	106	11	48	13
	100%	40,45%	59,55%	6,18%	26,97%	7,30%
% from the total number of trained teachers (79) from the second group of municipalities trained during FY12	79	49	30	4	31	14
	100%	62,03%	37,97%	5,06%	39,24%	17,72%

The implementation of the WRS program is shown in the table below as data disaggregated by municipalities and municipality groups. Since the municipalities from the first group are bigger in population they subsequently have more students. Having this in mind, we can see that Bitola and Tetovo have the highest number of teachers who implement WRS in the secondary schools, Bitola with 30 teachers and Tetovo with 27.

Table 19. Percentage of teachers’ approach implementing the WRS curriculum by municipality

	Teachers (free classes)	Teachers (integration)	Teachers (both approaches)	Total
Bitola	3	21	6	30
Tetovo	5	19	3	27
Strumica	3	8	4	15
Prilep	2	10	5	17

Gostivar	1	7	7	15
Stip	1	14	2	17
Total	15	79	27	121
Total from 1st group of municipalities	11	48	13	72
Total from 2nd group of municipalities	4	31	14	49

The WRS curriculum has been implemented in 27 secondary schools in 6 municipalities during the 2012/2013 school year. A total number of 1916 students participated in the WRS implementation in the “free” classes. 1711 of them completed the program finishing a minimum of six out of eight modules. Additional 7301 participated in the integration of WRS content within the subjects of the teachers trained to implement WRS.

From the first group of municipalities we have 1110 students participating in WRS implementation within the “free” classes (1030 of them completed the program), and 4630 students who participated in WRS content integration within the subjects. And from the second group of municipalities a total of 806 students participated in WRS implementation in the “free” classes (681 completed the workshop) and 2671 participated in WRS content integration within the subjects. (See appendix 45)

Table 20. Number of students participating in the WRS program

	All municipalities			1 st group of municipalities			2 nd group of municipalities		
	Male	Female	Total	Male	Female	Total	Male	Female	Total
Number of students participating in WRS during “free” classes	952	964	1916	525	585	1110	427	379	806
Number of students completing WRS during “free” classes	811	900	1711	465	565	1030	346	335	681
Number of students participating in WRS through integration of content within the subjects	3675	3626	7301	2239	2391	4630	1436	1235	2671

SCHOOL REPORTS - WBL IMPLEMENTATION

Before the start of the school year 2012/2013, 35 teachers from the VET secondary schools in the first group of municipalities were trained to deliver WBL to the students. 17 teachers or 49% implemented the program. 26% implemented within the “free” classes, 17% integrated content within their subjects and 6% used both approaches. (See Appendix 44)

Table 21. Percentage of teachers’ approach implementing the WBL curriculum by municipality

	Teachers (free classes)	Teachers (integration)	Teachers (both approaches)	Total
Bitola	2	0	1	3

Tetovo	4	5	1	10
Strumica	3	1	0	4
Total	9	6	2	17
% from the total number of trained teachers (35)	26%	17%	6%	49%

During FY2013 WBL was implemented with students from secondary schools in the first group of municipalities. 442 participated in WBL implementation in the “free” classes, out of which 402 completed the program. Additional 658 participated in WBL content integration within the subjects. (See Appendix 45)

Table 22. Number of students participating in the WBL program

	1 st group of municipalities		
	Male	Female	Total
Number of students participating in WBL during “free” classes	198	244	442
Number of students completing WBL during “free” classes	181	221	402
Number of students participating in WBL through integration of content within the subjects	304	354	658

CLASS OBSERVATION – WORK READINESS SKILLS CURRICULUM

During the school year of 2012/2013, 20 classes were observed for the purposes of the evaluation process by the YES Network Project. Seven classes were observed in Bitola, three in Tetovo and Gostivar, six in Prilep and one in Stip. As a part of these observations, an assessment was conducted in 14 different aspects of the teacher’ proficiency in the process of implementation. Based on the assessment, the teachers in both municipality groups performed well, being scored between 4 and 5 in 13 out of 14 aspects (the scoring was done using a scale of 5 levels, where 1 indicates lowest proficiency in the aspect, and 5 – highest proficiency in the aspect). The exception to this is the aspect operationalized as “At the end of the training the students would have created a **personal portfolio** in which the improvement of their skills and knowledge can be noticed”. In this aspect teachers from both municipality groups were scored 3,6 for the teachers from the 1st group, and 3,8 for the teachers from the 2nd group of municipalities.

In addition to this there are several aspects in which the teachers from the 1st group outperformed the teachers from the 2nd group of municipalities by 0,5 or more on the assessment scale. These are: “The teacher plans the time required for working”; “The facilitator states the skills and knowledge which the students should obtain at the end of the session”; “At the beginning of the session link to the previous session is made”; “The students get all **necessary working materials**”.

Table 23. Observation assessment of free classes for WRS and WBL curriculum

Observation aspects:	Average score out of five (1represents the lowest, and 5 the highest score for the aspect observed)		
	WRS 1 st group of municipalities	WRS 2 nd group of municipalities	WBL 1 st group of municipalities
The facilitator practices an interactive approach	4,9	4,7	4,8

The facilitator asks questions that prompt a constructive discussion	4,8	4,6	5,0
The teacher gives clear directions	5,0	4,7	4,7
The teacher plans the time required for working	4,8	4,3	4,7
All the students are encouraged to participate	4,3	4,0	4,0
An atmosphere of collaboration and peer learning is encouraged	4,6	4,3	4,5
The teacher assigns activities in accordance with the module, and the appropriate methods and techniques for teaching are implemented	4,9	4,8	4,3
The facilitator states the skills and knowledge which the students should obtain at the end of the session	4,7	4,2	4,2
At the beginning of the session link to the previous session is made	4,8	4,2	4,3
At the end of the session, the main issues are recapped, hence, the students repeat what they have learned, and the facilitator checks their level of understanding	4,2	4,0	4,8
Real examples are being used	4,9	4,5	4,8
The students get all necessary working materials	4,9	4,4	4,5
The students used the self-evaluation instruments at the beginning and the end of the module	4,2	4,1	NA
At the end of the training the students would have created a personal portfolio in which the improvement of their skills and knowledge can be noticed	3,6	3,8	NA

In addition, in the table below we can see the summarized teacher responses from the assessment i.e. the interview conducted after the class. Their summarized responses are presented by topic and by municipality group.

CLASS OBSERVATION – WORK-BASED LEARNING CURRICULUM

For the purposes of the evaluation process classes in which WBL was implemented were also observed. The WBL curriculum was only implemented in the schools from the 1st group of municipalities, and so class observations were conducted in Bitola (3 WBL classes) and in Tetovo (4 WBL classes). As with the WRS class observation, the teachers' WBL implementation proficiency was assessed but in 12 different aspects. The same scoring method was used i.e. using a scale of 5 levels, where 1 indicates lowest proficiency in the aspect, and 5 – highest proficiency in the aspect. We can see the average scores in table 23 and according to the results the teachers were sufficiently proficient since in average they were scored 4,0 or higher in all 12 aspects.

In the table below we can see the summarized teacher responses from the assessment i.e. the interview conducted after the class. Their summarized responses are presented by topic and by municipality group.

INDICATOR 4.2 PERCENT OF VET TRAINED TEACHERS COMPLETING A PRACTICAL EXPERIENCE PROGRAM IN A COMPANY

The practical experience program for teachers will be implemented in FY 2014.

INDICATOR 4.3 NUMBER OF STUDENTS USING CC SERVICES

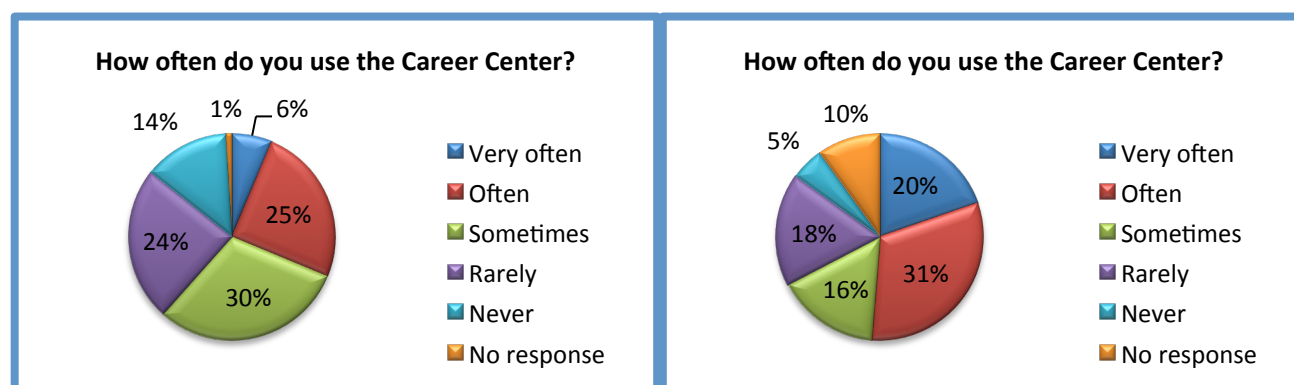
KEY FINDINGS

The students from both municipality groups reported similar experiences regarding their use of the Career Center. It is mostly used for the implementation of the WRS curriculum, but around half of the students also shared that they have used the venue for other projects and school activities. The teachers also confirm the use of the CC in other projects and activities both curricular and extracurricular. However, there are differences between the municipality groups in terms of frequency of use of the CC in favor of the students from the second group of municipalities. This information is supported by the fact that the teachers from the second group of municipalities are also reporting more frequent use than their colleagues from the first three municipalities. Regarding the use of the equipment the TV and the computer are singled out as most frequently used followed by the flip camera.

PRESENTATION OF RESULTS

STUDENTS QUESTIONNAIRES

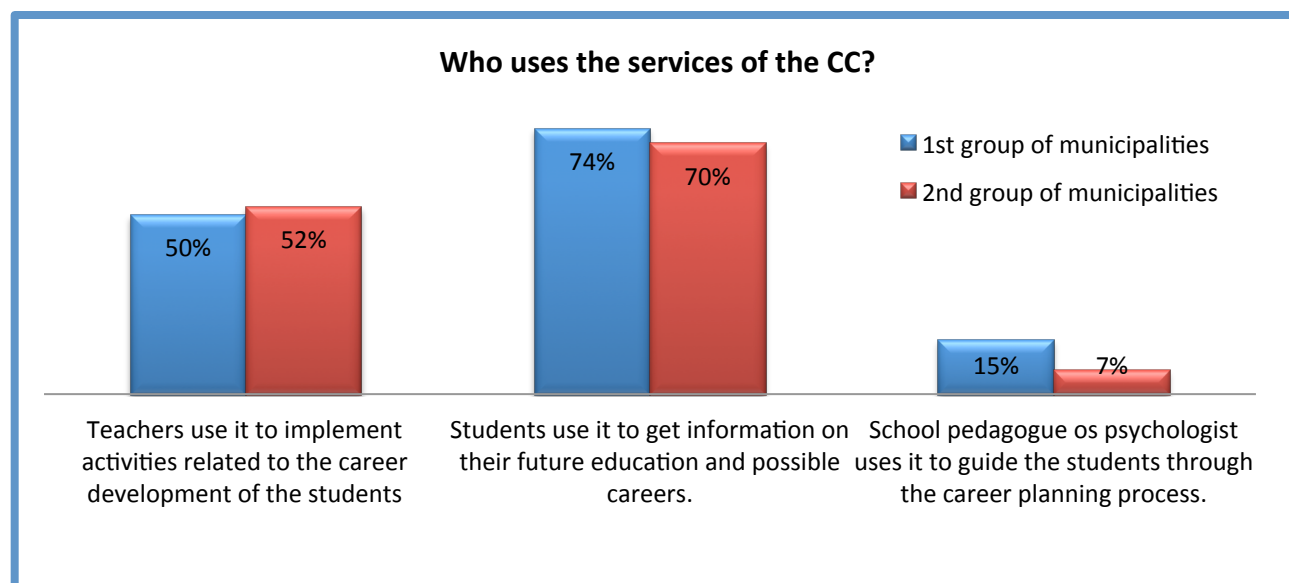
The students' experience with the Career Centers in their school is assessed through a section in the WRS questionnaire dedicated to its visibility and usage. According to the answers the students from the first group of municipalities 31% of them use the CC "Very often" (6%) and "Often" (25%). Roughly the same percentage of students (30%) reported that they use it "Sometimes". What is worth noting is that up to 24% of the students reported that they "Rarely" use the CC, and also it is important to note that in the first group of municipalities we have 30 or 14% of the students reporting that they never use the Career Center. 16 of these 30 students are from the "Jane Sandanski" secondary school in Strumica where the CC is a small room and it is possible that most or maybe all of the training is delivered to the students in an alternative venue. (See Appendix 34) The situation in the second group of municipalities is different. More than half or 51% of the students report that they use the CC "Very often" (20%) or "Often" (31%). 18% report that they "Rarely" use the CC, 16% "Sometimes" and only 5% "Never". (See Appendix 35)



Graph 14. Students' answers regarding the frequency of their use of the CC in their school (Left: 1st group of municipalities, Right: 2nd group of municipalities)

When asked "Who uses the services of the CC?" the students from the two groups of municipalities gave similar answers. The most frequent answer to the question (74% 1st group, 70% 2nd group) is that "Students use it to get information on their future education and possible careers", followed by "Teachers use it to

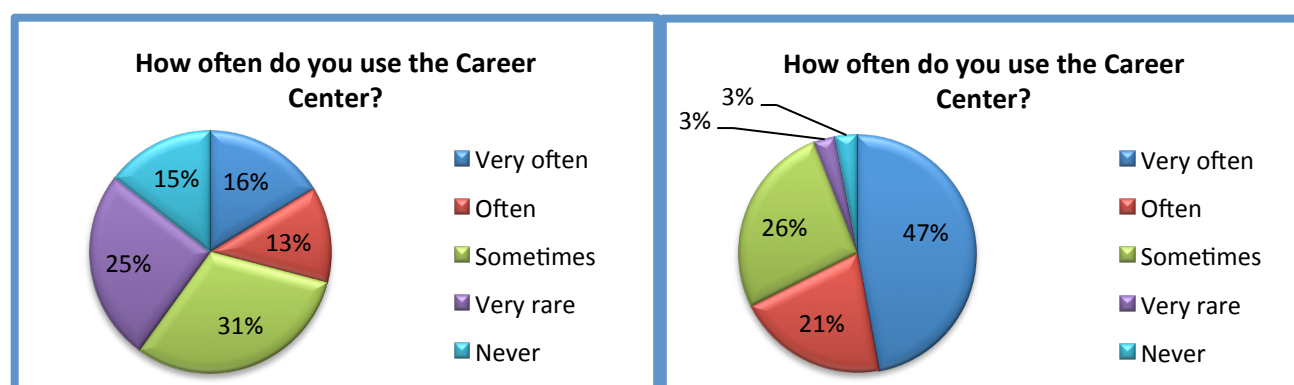
implement activities related to the career development of the students” with 50% of the students from the 1st group and 52% of the students from the 2nd group of municipalities.



Graph 15. Students' answers regarding who uses the CC in their school

TEACHERS QUESTIONNAIRES

According to the teachers' answers regarding their use of the CC we can see that from the first group of municipalities we have 40% of teachers who answered "Very rare" or "Never", 31% use it "Sometimes" and 29 % "Often" or "Very often" (See Appendix 38). The teachers from the second group of municipalities answered the same question and according to their answers only six percent (6%) answered "Never" or "Very rare", 26% answered "Sometimes" and 68% stated that they use it "Often" or "Very often" (See Appendix 39).



Graph 16. Teachers' answers regarding the frequency of their use of the CC in their school (Left: 1st group of municipalities, Right: 2nd group of municipalities)

INDICATOR 4.4 NUMBER OF CERTIFIED CAREER COUNCELORS

This certification of the Career counselors will be implemented in FY 2014. In FY 2013 75 secondary school teachers were trained for the Careers Counselors Certification program.

OBJECTIVE 5: CREATE INNOVATIVE MECHANISMS TO MAKE VET SCHOOLS AND VET CENTERS MORE RESPONSIVE AND RELEVANT

INDICATOR 5.1: REVIEW AND ENHANCE THE NATIONAL CURRICULUM FOR SECONDARY EDUCATION FOR WORK READINESS SKILLS

KEY FINDINGS

The Work Readiness Skills curriculum was developed during FY 2011. It was also approved by the VET Center for use in the VET secondary schools in the same year (See Appendix 50). During FY2013 it was implemented in 27 secondary schools from Bitola, Tetovo, Strumica, Prilep, Gostivar and Stip. Additionally 11 secondary schools from Skopje partnered with the YES Network Project during FY2013 and 55 teachers were trained to deliver WRS curriculum to their students.

The WRS curriculum is still not approved for “free class” implementation in the gymnasiums leaving only content integration in the existing subjects as an option.

INDICATOR 5.2: REVIEW AND ENHANCE THE WORK BASED LEARNING ACTIVITIES IN THE NATIONAL VOCATIONAL EDUCATION CURRICULA

KEY FINDINGS

The Work Based Learning curriculum was adopted and approved by the VET center for use in the VET secondary schools during FY2012 (See Appendix 51). This year it was implemented in 8 VET secondary schools from the first group of municipalities, and teachers from the second group of municipalities were trained to join the WBL implementation in FY2014.

The WBL curriculum is approved only for implementation in the VET secondary schools. It addresses the work-based learning skills and knowledge in students. During this year several meetings were held at the initiative of the YES Network Project, whose purpose was to involve all relevant stakeholders in a constructive discussion about implementation of the WBL curriculum. The meetings were attended by representatives from the BDE, VET, Labor inspectorate, Educational inspectorate and directors from the VET schools in the six municipalities. As an outcome from the meetings an essential cooperation between these educational stakeholders was achieved. In addition, both inspectorates - Educational and Labor, were informed about the implementation of the WBL curriculum and the purpose of the work-based learning practices being implemented. The representatives from the Labor inspectorate expressed their approval for these practices and their participation helped reach unanimous solutions and recommendations in order for the WBL curriculum to continue its implementation without any problems being caused to business involved in the realization of the program.

INDICATOR 5.3: CAREER COUNSELORS CERTIFICATION PROGRAM (CCCP) DEVELOPED

KEY FINDINGS

A standard for Career Counselors was developed, and Career Counselors Certification Program based on them. The trainings for career counselors were conceptualized on the CCCP. A free-classes curriculum named “Career Planning” was adopted and approved by the VET center for use in the VET secondary schools during FY2013. 75 teachers from the six municipalities were trained to disseminate the program and act as Career Counselors during FY2014. This program is

suitable for implementation in the VET secondary schools and is aimed at students of the second year, while the BDE approved pilot implementation in the gymnasiums as a project activity, for students in their final (fourth) year. The outcomes from this pilot implementation will determine future activities regarding the implementation of this program in gymnasiums i.e. whether it will be approved on a national level.

CONCLUSIONS AND RECOMMENDATIONS

OBJECTIVE 1: FACILITATE PUBLIC-PRIVATE DIALOGUE THAT WILL IMPROVE DEMAND-SUPPLY LABOR EXCHANGE AT THE LOCAL LEVEL

Conclusions

- The grounds for structured public-private dialogue have been laid in all 6 municipalities by establishing a LESC in five of the partnering municipalities and by supporting one LEC to strengthen their focus of interest towards improvement of the youth employment on a local level. The level of functioning of the LESC differs among the municipalities. Although the social dialogue is initiated in most of the LESSs, the entire process is still not completely documented with written recommendations. Nevertheless, there are good examples of follow up actions that have emerged from the dialogue related to the preparation of the youth according to the needs of the labor market. In most of the bodies the public-private dialogue is in very early phase and needs to be supported in order to reach a productive level.
- The youth, including youth with disabilities are present in these bodies and participate in the capacity building activities and creation of strategies.
- The collaboration between the employers and schools for the purpose of providing work-based learning opportunities in companies for the VET students was done mostly through personal contacts. Even the school as an institution is rarely involved in this process; none of the school has a database of employers. It was only one example where this collaboration was done on the school level, by signing an MOU between the school and the company.
- The concept of mentoring students in companies is not well known and preferred among the employers.
- This year the percentage of internships is much lower compared to the one during FY2012, a situation most likely related to the absence of the internship law and the decreased implementation of the ALMM for internships.
- The percentage of employed youth who have completed WRS workshop is higher compared to the last year. This could be a basis for a conclusion that the young people who completed a WRS training are better prepared to search for a job and to present themselves more confidently, which is confirmed by some of the employed young people.

Recommendations

- LESC and LEC drafting concrete recommendations to the Municipal Councils regarding the improvement of the situation with youth unemployment
- Defining approaches for strengthening the public-private dialogue among the business sector, the educational institutions and ESA
- Organizing town-hall meetings for informing the public about the LESC and LEC achievements and actions
- LESC support collaboration between the schools and companies regarding WBL opportunities.
- ESA and NGOs to keep tracking youth after completing WRS workshops.
- LESC engage in efforts for supporting the creation of internship opportunities for youth out of the education process.

OBJECTIVE 2: DEVELOP VENUES FOR MEETING IMMEDIATE SKILL/TRAINING NEEDS OF THE LABOR MARKET AND CAREER DEVELOPMENT OPPORTUNITIES

Conclusion

- With the interventions from the YES Network project, the Career Centers and Job Clubs became places where youth have an opportunity to acquire work readiness skills that will help them be more competitive on the job market. The majority of trained youth from all three target groups reckon

that they have improved their employability skills, gained greater self-confidence and initiative when looking for a job. All this resulted in assuring an interview, an internship or even an employment in a number of youth.

- The NGOs provide high quality training to the young people that are out of the system. However, they do not have assured finances for implementing the WRS workshops, which hinders the sustainability of this part of the project achievements.

Recommendations

- The Work readiness skills and Work-based learning curricula should continue to be included in the annual plans of the schools and to be included in the operational plan of ESA in order to secure their sustainability
- To create links between the non-governmental sector and the municipalities in order to secure sustainability of the workshops by the NGOs
- To include youth with disability in the activities held in the Career Centers, Job Clubs and non-governmental organizations

OBJECTIVE 3: STRENGTHEN THE JOB SERVICES CAPACITY OF PUBLIC AND/OR PRIVATE LABOR MARKET MEDIATION ORGANIZATIONS TO ENSURE TRAINED YOUTH HAVE ACCESS TO UP-TO-DATE INFORMATION ON JOB OPENINGS AND CAREER DEVELOPMENT OPPORTUNITIES.

Conclusion

- The capacities of the six Employment Centers have been strengthened with the upgrading of their Job clubs and turning them into functional and attractive venues for the young people, as well as by training employees to be facilitators for two interactive programs – Work readiness skills and Work-based learning.
- ESA registrants who participated at the WRS workshops assess very positively their experience as participants in the WRS workshops implemented in the Job club. They report to be more ready to effectively look for a job and present themselves to an employer.
- Almost all facilitators are planning to continue delivering WRS workshops in the future. Most of them feel confident in delivering this kind of interactive training to young people. The rewarding experience during its implementation and the positive feedback from the young people, are the motivating factors for the continuation of the implementation of the workshops.
- Job clubs became places for linking employers with the young persons who are looking for a job. This practice was initiated by the Project within the WRS workshops, and was completely embraced by the ESA facilitators and the young people. Now it became 'a must do' practice in every ESA Center, perceived as one of the strongest aspects of the program.
- In some Centers there is a need for strengthening the capacities for training facilitation. Because of the lack of internal human resources in the Employment Center in Prilep the implementation of the WRS curriculum is experienced more as a burden than a benefit.

Recommendations

- The capacities of the Employment Centers to be further strengthened by conducting training cycles for unemployed youth in Work-based learning curriculum – internship and Career planning curriculum
- To strengthen facilitation skills where necessary or to support the facilitation of the workshops with external facilitators.

OBJECTIVE 4: PROVIDE CONTINUING PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR TEACHERS IN SECONDARY SCHOOLS.

Conclusions

- Professional development of teachers in the area of workforce development was provided continuously. Teachers got training in Work readiness skills, Work-based learning and Career Counseling programs. After the trainings they were given guidance and support by observing and providing feedback to their work and by organizing mentoring sessions.
- The result of the professional development activities for the teachers is the implementation of the programs with their students, either as a full program implementation during the free classes or integrated in their subjects. They have very positive experience with the implementation so they plan to continue in the following year. The positive feedback from the students strengthens even more their own confidence about the significance of the programs for the students.
- Preferred approach for implementation of the programs with the students is the integration of the activities in the existing subjects. Fewer teachers implement them in the free classes, because of organizational difficulties such as the overload of the school syllabus and the students' transportation. Besides these organizational problems they often face, teachers and students make different arrangements in order to be able to realise the free classes.
- Specific challenges related to the full implementation of the WBL curriculum are the resources needed for its implementation in the companies (transportation costs and extra time). In addition, there are difficulties to bring about cooperation with employers regarding the implementation of some of the work-based learning methods in companies. Once this collaboration is established the experiences are very positive. Nevertheless the initial contact and agreement are disputable and highly dependant on the cooperation by the businesses themselves.
- Sometimes there is an overlap of the curriculum content integrated in the scope of several subjects by different teachers.
- Career centers are the key venues for implementation of the WRS and WBL programs, however they are also used for other purposes related to different activities of the students and teachers. Career centers from the first group of municipalities are reported to be used less frequently compared to the CCs from the second group of municipalities.

Recommendations

- To identify on the municipal and the school level the most appropriate approaches for each school to implement the curricula with the students taking into account the organizational and financial challenges. Intensify support for integration of the programs in the existing subjects and practices.
- To identify ways of cooperation between schools and employers for successful implementation of the Work-based learning curriculum.
- In the frames of the annual planning, to plan for integration of the curricula into the existing subjects in order to avoid overlapping among the subjects, as well as to secure coverage of as much content from them as possible.
- Continuously work with the schools for promotion of the use of the Career Center and its services. Career counselors to promote the career counseling services to all students in the school. Once the Career planning curriculum is implemented in the schools with the beginning of the following year Career counselors to promote the career counseling services to all students in the school.

OBJECTIVE 5: CREATE INNOVATIVE MECHANISMS TO MAKE VET SCHOOLS AND VET CENTERS MORE RESPONSIVE AND RELEVANT

Conclusions

- The Vocational Education and Training Center has adopted and approved the three curricula from the area of workforce development, and the vocational secondary schools are implementing WRS and WBL, while CCCP will be implemented immediately in school year 2013/2014.
- In cooperation with the Bureau for Development of Education, an adaptation of the Career planning curriculum for general secondary school students is underway

Recommendations

- To continue the discussion with the Bureau for Development of Education regarding the adoption of the Work readiness skills curriculum
- To implement the Career planning curriculum in the secondary schools

LIST OF APPENDICIES

Appendix	Title
Appendix 1	Performance measurement plan (PMP) FY 2013
Appendix 2	WRS Post Questionnaire Form - Teachers
Appendix 3	WBL Post Questionnaire Form - Teachers
Appendix 4	WRS Post Questionnaire Form - Students
Appendix 5	WBL Post Questionnaire Form - Students
Appendix 6	WRS Post Questionnaire Form – ESA Youth
Appendix 7	WRS Post Questionnaire Form – NGO Youth
Appendix 8	Questionnaire Form for employed youth
Appendix 9	Focus group guide WRS (Teachers “Free class” implementation)
Appendix 10	Focus group guide WRS (Teachers WRS content integration)
Appendix 11	Focus group guide WBL (Teachers)
Appendix 12	Focus group guide WRS (Students)
Appendix 13	Focus group guide WBL (Students)
Appendix 14	Focus group guide WRS (ESA Youth)
Appendix 15	Focus group guide WRS (NGO Youth)
Appendix 16	Interview questions Form (ESA Facilitators)
Appendix 17	Interview questions Form (LESC Representatives)
Appendix 18	Class observation Form WRS
Appendix 19	Class observation Form WBL
Appendix 20	School reports Form WRS
Appendix 21	School reports Form WBL
Appendix 22	ESA and NGO reports Form
Appendix 23	LESC interviews - Summary
Appendix 24	FGD summary (WBL Students 1 st group of municipalities)
Appendix 25	FGD summary (WBL Teachers 1 st group of municipalities)
Appendix 26	Questionnaire results (WRS ESA Youth 1 st group of municipalities)
Appendix 27	Questionnaire results (WRS ESA Youth 2 nd group of municipalities)

Appendix 28	FGD summary (WRS ESA Youth 1 st group of municipalities)
Appendix 29	FGD summary (WRS ESA Youth 2 nd group of municipalities)
Appendix 30	Questionnaire results (WRS NGO Youth 1 st group of municipalities)
Appendix 31	Questionnaire results (WRS NGO Youth 2 nd group of municipalities)
Appendix 32	FGD summary (WRS NGO Youth 1 st group of municipalities)
Appendix 33	FGD summary (WRS NGO Youth 2 nd group of municipalities)
Appendix 34	Questionnaire results (WRS Students 1 st group of municipalities)
Appendix 35	Questionnaire results (WRS Students 2 nd group of municipalities)
Appendix 36	Questionnaire results (WBL Students 1 st group of municipalities)
Appendix 37	Questionnaire results (Employed Youth)
Appendix 38	Questionnaire results (WRS Teachers 1 st group of municipalities)
Appendix 39	Questionnaire results (WRS Teachers 2 nd group of municipalities)
Appendix 40	Improvement of employability skills – Tables (All youth)
Appendix 41	T-tests of the improvement results' significance
Appendix 42	FGD summary (WRS Students 1 st group of municipalities)
Appendix 43	FGD summary (WRS Students 2 nd group of municipalities)
Appendix 44	Teacher implementation approach - Tables
Appendix 45	School reports summary - Table
Appendix 46	FGD summary (WRS "Free class" Implementation - Teachers 1 st group of municipalities)
Appendix 47	FGD summary (WRS Content Integration - Teachers 1 st group of municipalities)
Appendix 48	FGD summary (WRS "Free class" Implementation - Teachers 2 nd group of municipalities)
Appendix 49	FGD summary (WRS Content Integration - Teachers 2 nd group of municipalities)
Appendix 50	WRSC VET Approval
Appendix 51	WBLC VET Approval
Appendix 52	CCCP VET Approval